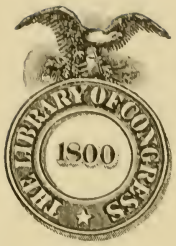
The BEGINNER'S HISTORY OF OUR COUNTRY

Harry F. Estill



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PATRICK HENRY: "IF THIS BE TREASON, MAKE THE MOST OF IT!"

(See p. 192.)

The Beginner's

History of Our Country

By

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PREFACE.

The Beginner's History of Our Country, as its title indicates, is designed to introduce the study of American history. The underlying idea throughout the book is adaptation to the nature and needs of the child. Some distinctive features of the plan may here be noted.

In the first place, unlike some primary histories in common use, this is not an abridgment of a larger history. To attempt, within the narrow limits of a primary textbook, to present all of the events of our national life that are commonly considered important from the adult's standpoint, would be to reduce the narrative to little more than a catalogue of names and dates. Moreover, some subjects embraced in our country's history are absolutely beyond the comprehension of an immature mind. To require the young pupil to memorize statements upon such subjects is nothing short of a pedagogical crime.

On the other hand, *The Beginner's History of Our Country* is not a storybook. It is not made up of disconnected biographies of a few great Americans. Even in this early stage of his school life it is deemed important that the pupil gain a connected view—incomplete though it be—of his country's continuous life and progress.

Accordingly, in the preparation of this book the author's purpose has been to present only such events

as may be brought within the range of the child's comprehension and interest. The space allotted to the subjects selected is not apportioned according to adult ideas of historic importance. The sequence in the presentation of topics is not always that of chronology. The biographical treatment is freely, but not exclusively, used; individual biography is subordinated to the biography of the Union. The aim has been to give the learner a connected view of the life of our country in some of its simpler aspects rather than a series of disconnected views of the lives of great Americans. Loyalty to the memory of their fathers who fought for deathless principles, respect for honest differences of opinion and belief, admiration for noble character, in whatever section it has its home, are three elements of the earnest and hopeful patriotism which this little book is intended to arouse in the breasts of the children who study it.

In the mechanical execution of the book, as in its authorship, the idea of adaptation to the pupil has been steadily kept in view. With large print, excellent paper, abundant and artistic illustrations, and helpful maps, the publishers have left nothing undone that would contribute to the pleasure and benefit of the learner.

NOTE.—In the preparation of this work for the press the author gratefully acknowledges the assistance of his sister, Miss Jennie Estill.

Contents.

CHAPTER. PAGE.

I. The Finding of America.
1. Christopher Columbus 1
2. Discoveries of Columbus 6
3. Some Results of Columbus's Discoveries 17

II. Making Homes in the New Land.
Walter Raleigh 24

III. Virginia and Her Neighbors.
1. John Smith—Virginia 34
2. Virginia's Northern Neighbor—Maryland 50
3. Virginia's Twin Southern Neighbors—the Carolinas 55
4. Virginia's Youngest Neighbor—Georgia 59

IV. Massachusetts and Her Neighbors.
1. Myles Standish—Massachusetts 66
2. The Little Neighbor of Massachusetts—Rhode Island... 75
3. Two Other Neighbors of Massachusetts—Connecticut and New Hampshire 77
4. King Philip's War 77

V. Pennsylvania and Her Neighbors.
1. William Penn—Pennsylvania 81
2. Pennsylvania's Little Neighbor—Delaware 87
3. Pennsylvania's Twin Neighbors—the Jerseys 88
4. Pennsylvania's Dutch Neighbor—New York 89

VI. The Rise of New France.
1. Cartier, the Explorer 94
2. Champlain, the Father of New France 97
3. La Salle, the Founder of Louisiana 101

VII. A Picture of Life in the Colonies.
1. General View of the Colonies 108
2. Story of a New England Boy 112
3. The Story of a Southern Boy 121

CHAPTER. PAGE.

VIII. The French War and the Downfall of New France.
Colonel George Washington 132

IX. War of the Revolution.
General George Washington..... 144

X. Benjamin Franklin..... 162

XI. From the Alleghanies to the Mississippi.
1. Daniel Boone, Hunter and Pioneer 168
2. General George Rogers Clark..... 173
3. John Sevier, the State Builder..... 176

XII. The New Government Started.
President George Washington..... 182

XIII. Thomas Jefferson.
1. About Jefferson's Life..... 189
2. From the Mississippi to the Rocky Mountains..... 194
3. We Teach the Pirates of Africa a Lesson..... 199

XIV. Andrew Jackson.
The War of 1812. The Purchase of Florida..... 201

XV. Three Great Inventions.
1. The Steamboat 210
2. The Railroad..... 214
3. The Telegraph..... 217

XVI. Sam Houston.
1. Early Life of Houston 221
2. Texas and the Pacific Slope..... 225

XVII. The Story of Two Kentucky Boys.
Abraham Lincoln and Jefferson Davis..... 233

XVIII. The War between the States.
1. The Beginning of the War 247
2. West of the Alleghanies..... 251
3. The Defense of Richmond..... 253
4. After the Surrender..... 255

XIX. Our Country Reunited..... 260

XX. War with Spain.
Our First Island Territory..... 266

The Beginner's History of Our Country.

CHAPTER I.

The Finding of America.

Christopher Columbus.

Our Country Long Ago.—A long, long time ago, long before our great-grandfathers and great-grandmothers were born, this country of ours looked quite different from the way it appears to us to-day. True, the same

INDIAN WIGWAMS.

great rivers flowed down to the sea as now, the same hills and mountains lifted their heads above the valleys and plains; but there were no railroads and telegraph lines in that long-ago time; there were no schools, no churches, no houses, no farms. Not a single white man lived in all this land. There were some queer-looking red-skinned people here, whose clothes were made of the hides of animals, and who lived in huts, or wigwams, and roamed

from one part of the country to another, hunting deer in the forest, or buffalo on the prairies. Would you like to learn how the first white man found his way to this country, how other white men came, after the first bold sailor had shown the way, how homes were made in the woods, fierce enemies were driven away, schools, churches, and towns built? Would you like to learn how our coun-

INDIANS HUNTING THE BUFFALO.

try grew from a few scattered farms and settlements along the seacoast to the greatest nation in the world? In the pages of this book this story will be told. To begin with, let us see how the first white men came to our country.

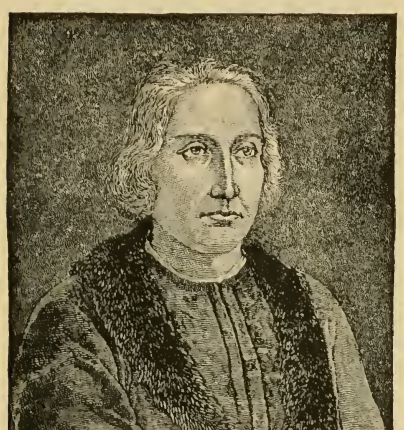
The Old Town of Genoa.—In the far-away land of Italy is an old town named Genoa, built on the shore of the Mediterranean Sea. The streets of this town are narrow and crooked, the houses are tall, with steep, pointed roofs, small windows, and balconies hanging over the sidewalks. The people speak a different language from

ours, so you could not understand them if you should hear them talk. The part of the sea that touches Genoa is so shut in by the land that it makes a fine harbor, where ships are safe from storms. Here, every day, for hundreds of years, ships have been coming and going, loaded with freight for the merchants of Genoa. Among the Genoese boys of long ago who loved to spend their holidays at the water's edge were three brothers, Christopher, Diego, and Bartholomew Columbus. These boys took great delight in watching the busy sailors unloading their strange cargoes of silks, spices, and jewels, and in listening to their stories of the distant lands they had visited. Christopher, the oldest of the boys, often declared to his younger brothers that he would one day be a sailor, and the captain of the finest of the ships.

THE HOME OF COLUMBUS.

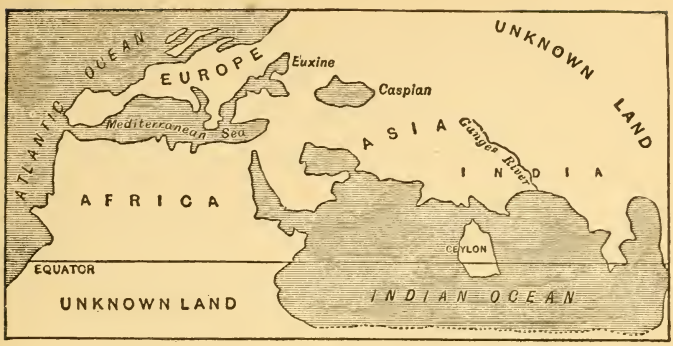
A Genoese Schoolboy.—The father of Christopher Columbus was a wool-comber, that is, a man who earned his living by combing wool so as to smooth and straighten it for the cloth-makers. Noticing Christopher's fondness for the sea, he sent the boy to school, where he could study those subjects that would be of use to him as a sailor. The schools of that day were quite different from our schools. The art of printing had been known only a short time, and it is probable that Christopher Columbus had never seen a printed book. A few printed books might have been found in the libraries of the learned men of Genoa,

but most books of that time were rolls of paper, on which the words were written with pen and ink. In the schools the pupils had no books, but learned what the teacher told them, sometimes writing down or committing to memory what he said. Geography, astronomy, and navigation were the studies to which Christopher devoted most of his time, for as a sailor he would have to know each of these subjects.



CHRISTOPHER COLUMBUS.

Geographies of that Day. — Most teachers of geography in those times taught that the earth was flat, though there were a few learned men who believed that it was round. While a schoolboy, Christopher probably heard both of these beliefs expressed, but which was correct no one knew. Europe, Asia, and the northern part of Africa were the only countries then known. No one could say how far Africa extended toward the south, or Asia toward the east. North America, South America, Australia, and the Pacific Ocean had never been heard of, and so were not found on any maps. The Atlantic Ocean was called the "Sea of Darkness," because so little was known about it. The maps of the world Columbus learned to make were like this :



MAP OF THE WORLD STUDIED BY COLUMBUS.

The Schoolboy Becomes a Sailor.—When Christopher was fourteen years old his father took him from school. The boy did not like his father's trade of wool-combing, however, and to his great delight he was allowed to become a sailor. He soon learned all about sailing a ship, and was so apt, diligent, and skillful that in a few years he became captain of a vessel. On trading voyages, or fighting with the enemies of his country, Columbus visited the most important ports on the coast of the Mediterranean Sea.

He Makes His Home in Portugal.—If you will find the country of Portugal on the map, and observe that it is situated on the shores of the Atlantic Ocean, and also at the entrance of the Mediterranean Sea, you will not be surprised that the people of Portugal have always been skillful sailors. When Columbus was a boy, the Portuguese had begun to explore the coast of Africa, trying to find how far south it extended. Prince Henry of Portugal encouraged these voyages of discovery, and established a college where everything relating to navigation

was taught by the most learned teachers of Europe. Portuguese sailors soon became famous for their daring and successful voyages. Columbus was always glad when his duty took him to Portugal, where he could hear of the latest discoveries, and perhaps learn something new about the art of navigation. One day, when attending church in the city of Lisbon, he saw a young lady sitting near him who was so beautiful that, try as hard as he might, he could not listen to the service for looking at her or thinking about her. This young lady was the daughter of a famous Italian sailor who was employed by the king of Portugal. Columbus contrived to meet the lady, and persuaded her to be his wife. After his marriage he made his home in Portugal, and, when not away on the sea, earned his living by making maps and charts.

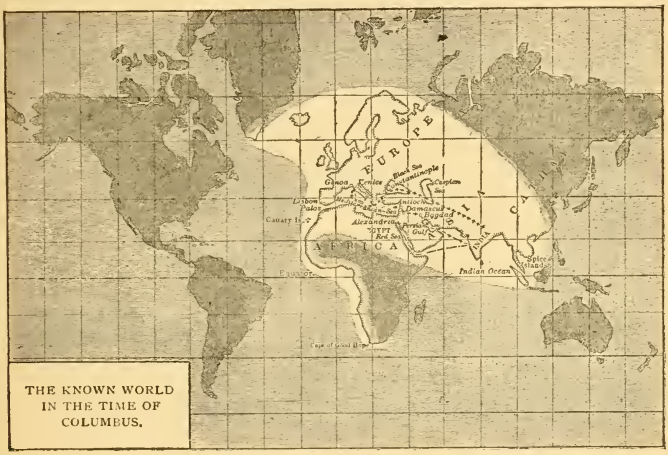
Were you ever far in the woods or on the wild prairie, out of sight of all signs of human beings? If so, tell how you came to be there, and what you saw.

What can you say of the appearance of all this country before the first white people came? Tell all you can about Genoa. Who was Christopher Columbus? His father? How did Christopher and his brothers spend their spare time? Tell of Christopher's school. What different views about the earth's shape did Christopher hear? What parts of the world were then known? (What parts of the world are unknown to-day?) At what age did Columbus have to stop school? What did he then do? Why were the Portuguese skillful sailors? What had the Portuguese done to advance geographical knowledge? How did Columbus come to make his home in Portugal?

Discoveries of Columbus.

A Great Voyage Planned.—Not many years before this time, a venturesome Italian traveler had passed over the mountains, valleys, and plains of western Asia, and had visited India, China, and Japan. This traveler, Marco Polo by name, returned to Europe with wonderful reports of the wealth of these distant lands. Rich merchants at once sent out trading expeditions to get some of the silks,

spices, and gums of India. The trade in these things would have been highly profitable if it had not been that part of the journey to India had to be made by land. In those days land transportation was slow, expensive, and dangerous, because goods had to be carried on the backs of horses or camels through countries infested by robbers.



THE KNOWN WORLD IN THE TIME OF COLUMBUS.

Therefore wealth and fame awaited the sailor who should find an all-water route to India. Portuguese sailors were trying to reach the coveted land by sailing around the southern end of Africa. Columbus began studying the problem, and kept thinking about it while drawing his maps or making his voyages. "If the earth is round, as I believe it is," said he, "why cannot I reach Asia by going west?" He concluded that a voyage westward across the untried waters of the Atlantic Ocean would bring him to the eastern shores of Asia, and he decided to make the attempt as soon as he could get the necessary ships and men.

What People Thought of the Plan.—To the people of his time this bold plan of Columbus seemed almost as foolish and dangerous as a proposal to cross the ocean on a bicycle would seem to us to-day. Some said he was crazy and pitied him. Others made fun of him. They told him that if the earth were round, as he claimed, men on the other side would be walking with their heads downward, and that his ships would have to sail up-hill to return to Europe; that in mid-ocean the waves were boiling hot, and were the home of terrible sea monsters ready to swallow any ship daring enough to venture among them.

Disappointments.—Years passed by. One hot summer day two travelers, foot-sore and dust-stained, stopped for food and rest at the gate of a convent a few miles from the town of Palos, Spain. One of the strangers was a man of tall figure and thoughtful face, the other a boy about eight years of age. The travelers were Christopher Columbus and his son, Diego. They were welcomed to the convent, and in answer to the questions of the kind priest, Columbus told his story. His young wife had died soon after the birth of his son. Endeavoring to carry out his plan of sailing westward to India, and finding himself too poor to hire ships and men for the voyage, he had applied to the king of Portugal for help. The king listened to his plan, but declared his ideas foolish fancies. Columbus had then visited Spain, and asked King Ferdinand and Queen Isabella to aid him in his plan. But the people of Spain were in the midst of a great war, and no one would listen to poor Columbus. Disappointed and almost heart-broken, he and his little son were leaving the country; hunger and weariness forced them to stop at the convent.

Help at Last.—The prior, or director of the convent, was deeply interested in the story of Columbus and determined to do his best to help him. He introduced Columbus to the rich shipowners of Palos, and, best

COLUMBUS AT THE COURT OF SPAIN.

of all, secured for him a meeting with the queen. To Queen Isabella Columbus showed his maps and charts, and explained his plan of reaching India by sailing westward. He begged her to aid him. The good queen was so impressed with the story that she declared she would pledge her jewels if necessary to provide ships for the voyage. By the aid of the queen and of two rich sea captains of Palos, three small ships were secured. But the troubles of Columbus were not yet over. His next difficulty was in getting sailors to manage his ships. No one

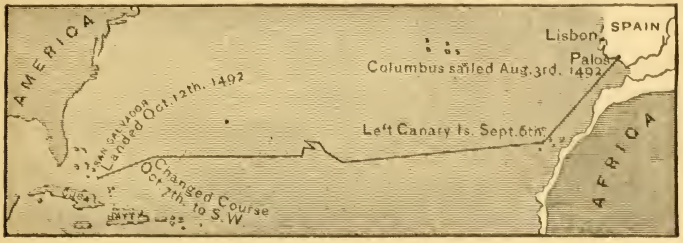
had ever before dared to sail straight out toward the middle of the Atlantic, and the boldest sailors were afraid to attempt it. After much delay a few sailors were induced by promises of reward to join the expedition. To fill out the necessary number, some men had to be arrested and forced into service by the king's order.

SHIP OF THAT TIME.

The Voyage.—A crowd of weeping wives, mothers, sisters, and friends came down to the shore to say good-bye to the daring sailors, whom they feared they would never see again. Leaving the harbor of Palos, Spain, Columbus with his three ships sailed southwest, and touched at the Canary Islands (see map). These islands, then as now, belonged to Spain, and were the farthest lands to the west then known. On leaving the Canaries, Columbus steered straight toward the setting sun. As the men saw the shores fade from view, a feeling of dread came over them at the thought of the unknown dangers ahead. Many a sailor would have given everything he possessed to be safe back in the harbor at Palos. Columbus had no fears. Firm in his belief in the roundness of the earth, he felt certain of success. His cheerfulness and hopefulness calmed the fears of his men.

Land Discovered.—As weeks passed by and no land was

seen, the fears of the sailors returned. They talked of refusing to obey Columbus, and of taking charge of the ships themselves and sailing back home. Two months passed by, and at last signs of land began to appear. Flocks of land birds flew over the ships, the breeze had an odor of flowers, a branch with berries on it floated by. The sailors now remained awake all night, each eager



MAP OF COLUMBUS'S ROUTE ON HIS GREAT VOYAGE.

to get the reward promised to the one who should be the first to see land. A little before daylight one morning the firing of a gun on one of the ships announced the joyful tidings that land had been seen. At once the ships stopped, and awaited the dawn.

The Landing.—The morning sunlight revealed a beautiful island. Beyond its white sandy beach Columbus saw luxuriant grass, and tall palm trees surrounding a sparkling lake. Strange, red-skinned people, their naked bodies painted in bright colors, came crowding to the shore, jabbering excitedly to each other, as they pointed to the pale-faced strangers and their white-winged ships. Dressed in his finest clothes, Columbus landed, and as he stepped upon the shore he kneeled down and returned thanks to God. Rising from his knees, he raised the flag of Spain,

THE LANDING OF COLUMBUS.

thus claiming the land for King Ferdinand and Queen Isabella. This was Friday, October 12, 1492.

Was It India?—Columbus was sure the new land was one of the islands which he had read lay just east of the coast of India. He was confident that the mainland of India was close at hand. His heart thrilled with joy and pride as he thought that now his years of persevering effort, weary waiting, and bitter disappointment were at last crowned with glorious success. No more would people laugh at him and say he was crazy. His belief in the roundness of the earth had been proven, for he had done what many of the wisest men of his time had declared impossible—by sailing west he had discovered (as he believed) a water route to India. Filled with thankfulness to God, he named the island San Salvador, which means in our language Holy Saviour. We know now that this island, San Salvador, is one of the Bahama group lying southeast of Florida, and that to reach India, had there been no land in his way, Columbus would have had to sail more than twice as far as he had already gone. Before returning home Columbus discovered a number of other islands, among them Cuba and Hayti. These large islands he supposed to be the mainland of India, and accordingly the Spaniards called the group the West Indies, a name they have ever since borne. For the same reason the people who inhabited them were called Indians.

Home Again.—One of the three ships in which Columbus sailed was wrecked off the coast of Hayti, but fortunately all on board were saved. After a stormy voyage the two remaining ships reached the harbor of Palos, whence they had set out just seven months and twelve

NORTH AMERICAN INDIAN.

days before. The news that Columbus had returned quickly spread from house to house, and we may be sure there was great rejoicing in the little town of Palos. An eager, joyous crowd now hurried to the shore to greet their friends whom they had given up for lost. Tears of joy were shed, and there were looks of wonder at the strange men and birds and plants that Columbus brought back from the Western world. Instead of a poor wanderer, Columbus was now the "Great Admiral," and people who once laughed at him and his plans were anxious to show him honor. The king and queen welcomed him as if he had been a prince. Preparations were at once made to send out a large expedition to build a city and firmly establish the power of Spain in her new possessions.

Other Voyages: Columbus Arrested.—Columbus found no trouble in getting sailors to accompany him on his second voyage to the West. This time he discovered the island of Jamaica and numerous smaller islands. He founded a city in Hayti, which he named Isabella, after the queen. Two other voyages were made by him, during which he

discovered the northern coast of South America. The Spaniards who accompanied Columbus, however, were jealous of him because he was a native of a different country from themselves. No doubt he made some mistakes in his government. Some disliked him for this reason, others hated him because he forced them to obey his orders. So his enemies began to send word to the king that Columbus was guilty of unjust and wicked acts. He returned to Spain and proved his innocence of the charges against him. But the stories were repeated, and finally the great admiral was arrested and sent back in chains. As soon as Queen Isabella saw him, however, she was so moved with pity that she burst into tears, and ordered him to be released.

QUEEN ISABELLA.

Troubles in His Old Age.—On his return from his fourth voyage Columbus found his good friend, Queen Isabella, dying. He himself was now a feeble old man of nearly seventy. King Ferdinand treated him with coldness. The people who had crowded around him to shout his praises on his return from his first voyage now hardly spoke to him as he passed. Homeless and friendless, he wrote to his son, "Oftentimes I have not the money to pay for a

meal or a bed." A few months later death relieved him of his troubles. He died believing that he had discovered the eastern shores of Asia.

Burying Places of Columbus.—The body of Columbus was first buried in Spain. Afterward, according to a wish he expressed before his death, his remains were removed to Hayti. Many years later, when Hayti was given to France, Spanish officers took what they supposed were the bones of Columbus to Cuba, and buried them at Havana. (By a mistake, it may have been the bones of Columbus's son, Diego, that were removed.) After our Spanish War, when Spain had to give up Cuba, the supposed remains of Columbus were again removed. This time they were taken back to Spain and placed in the cathedral of Seville.

Success through Failure.—We know that he had failed in the great purpose of his life, yet Columbus did what was of far more benefit to mankind than the most complete success of his plan would have been. The discovery of the great continent on which we live was one of the most important events in the history of the world. Four hundred years have passed since his great deed was done, yet to-day the name of Columbus is known and honored all over the world.

Tell about Marco Polo and his travels. What was the effect of the accounts he gave of India? What plan did Columbus form? What did people think of his plan? Tell about the two travelers who stopped at the convent gate. How did the prior of the convent help Columbus? How were ships and sailors obtained? Tell of the beginning of the voyage and the first stop. The direction Columbus then took. What did the frightened sailors think of doing? Tell of the discovery of land. Describe the land and the people Columbus saw from his ship, Tell about his landing. What did Columbus believe the new land to be? What do we now know it to be? What other land did Columbus discover on this voyage? Explain the names "San Salvador," "West Indies," and "Indians."

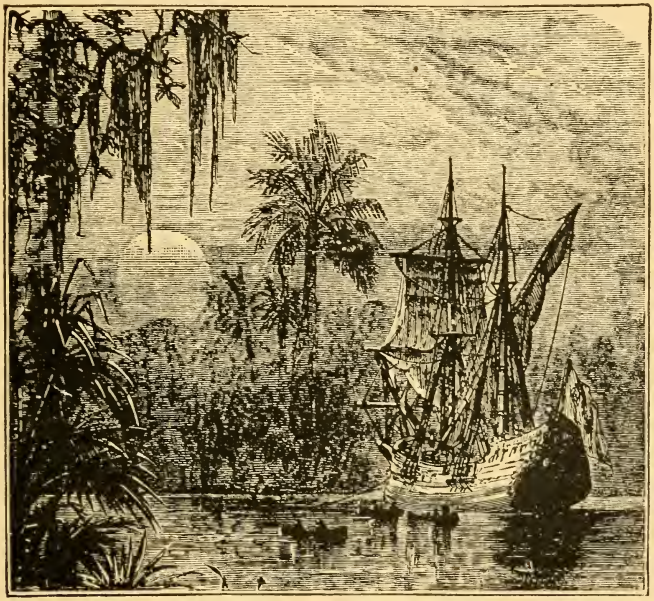
Some Results of Columbus's Discoveries.

The Mainland First Discovered.—The news of the discoveries of Columbus soon spread from Spain to other countries. Now that the brave Columbus had shown the way across the terrible ocean many other sailors were eager to sail toward the west in the hope of either finding the gold fields of India or of discovering some new land. While Columbus was preparing for his third voyage, John Cabot—an Italian sailor living in England—was studying maps and tracing on them the route Columbus was reported to have taken. He came to the conclusion that he could find a shorter route to India than Columbus had found. Accordingly he obtained permission from King Henry the Seventh, of England, to make the attempt. Some English merchants furnished him with one small ship and eighteen men, in return for which he agreed to share with them the gold and spices he expected to find. Taking a more northerly course than Columbus had taken, he reached the icy and barren shores of what is now called Labrador (1497). This was a year before Columbus discovered the mainland of South America, so to Cabot belongs the honor of being the first to reach the continent. The next year, John Cabot's son, Sebastian, set sail with a larger expedition, and explored the coast of the continent from Labrador to the great bay since named Chesapeake. The Cabots claimed for England the land they had discovered. Like Columbus, they thought they had reached Asia. As they did not find the riches of India, the English for a long time took no further interest in western voyages.

The Coming of the French.—When the Cabots returned from their voyages they reported that the waters off the northern shores they had visited fairly swarmed with fish, so that at times their ships were delayed by them. To the hardy fishermen of northern France good fishing grounds were more attractive than gold mines or spice fields. So they at once steered their little fishing boats toward the wonderful fish-swarming waters. In a few years the banks of Newfoundland were frequented by French fishing vessels, and a profitable fur trade between the fishermen and the Indians sprang up. In this way the claim of the French to this part of America began.

The Naming of the Continent.—Columbus called the islands which he first discovered the West Indies, and for a long time the continent was known as Asia or India. When the people of Europe at last found out that the new land was a separate continent, and not a part of Asia, a new name had to be chosen for it. Americus Vespucius was an Italian sailor who accompanied Columbus on some of his voyages, and was afterward employed by the king of Portugal. Americus, while sailing in a Portuguese ship, explored the coast of what is now Brazil far enough southward to prove that this land was not a part of Asia. When he returned to Europe he published an account of the country he had visited, declaring it to be a new continent. This was the first printed description of the newly discovered lands. It was widely read and made Americus famous. A German professor, after reading Americus's book, wrote a geography, in which he suggested that the new continent discovered by Americus be called America in his honor. Soon afterward, on the rude maps of that

time, the name, America, appeared on what we now call South America, North America being still considered a part of Asia. When finally the northern continent was found to be joined to its southern neighbor, and equally as separate from Asia, the name America was given to both.



DE LEON ON FLORIDA COAST.

The "Land of Flowers" Discovered.—The Indians who lived on the West India Islands believed that somewhere in the lands west of them was a spring that possessed the magic power of making forever young anyone who should bathe in its waters. Among the Spanish settlers who heard and believed this story was a rich old man

named Ponce de Leon, who had once been governor of Porto Rico, and who still made his home on that island. De Leon was unhappy because he was growing old and feeble, and he often longed for the strength of his youthful days. At his own expense he fitted out two ships to go in search of the wonderful fountain the Indians talked about. After visiting several small islands, his ships one day arrived at the coast of the most beautiful land that De Leon had ever seen. To the wondering Spaniards it looked like a great flower garden, with its blossoming trees and flowering plants, over which luxuriant vines gracefully. twined themselves, while the air was filled with the music of song birds and the fragrance of flowers. A land of perpetual youth, indeed, it seemed to be! De Leon and his men disembarked, and began their search for the fabled fountain. Many lovely springs they found, into whose waters the old man eagerly plunged; but every bath left him still wrinkled and gray as before. In despair he at last returned to his ships and sailed away. De Leon named this beautiful land Florida, partly because he had discovered it on Easter Sunday—which is "Pascua Florida" in Spanish—and partly because it was indeed a land of flowers. The king of Spain appointed him governor of Florida, and he returned with a number of ships to take possession of the country. The Indians attacked his men, and De Leon was wounded by a poisoned arrow. Thus the old man received his death wound in the beautiful land of flowers where he had hoped to find immortal youth. His discovery of Florida, however, gave his countrymen, the Spaniards, a claim to this part of the mainland of North America.

De Soto's Search for Gold.—About twenty years after the death of Ponce de Leon another company of Spaniards landed on the coast of Florida. Their leader was Ferdinand de Soto. His purpose was to search for and seize the great stores of gold which he believed were to be found in some great Indian city in the west. With his

DE SOTO REACHES THE MISSISSIPPI RIVER.

army of six hundred men De Soto left his ships and plunged into the forests toward the northwest. His followers treated the Indians most cruelly, binding their necks with iron collars and their hands with chains. For months the Spaniards wandered onward, passing many Indian villages. But the rich city of which De Soto dreamed was as hard to find as De Leon's fountain of youth.

The Great River: Death of De Soto.—At last they came to a mighty river, the largest stream their eyes had ever beheld. Mississippi, or Great River, the Indians called it. "Great River," indeed, it seemed to the Spaniards, for a mile of rushing water separated them from the opposite bank. They made some rafts and crossed the river. But now De Soto was taken with fever and died. His followers knew that the Indians feared their fierce leader, and they determined not to let his death be known. So they carried his body by night in a boat to the middle of the river and buried it in the water. The death of De Soto completely discouraged his men. They beat the iron chains of their captives into nails and made some rafts. Then they floated down the Mississippi, and at last reached a Spanish settlement on the Gulf of Mexico. Half of their brave company had perished in their five years' wanderings.

The First Voyage Around the World.—When European sailors realized that the western land was not a part of Asia, they set to work to seek a passage for their ships through the midst of it or around it, hoping to carry out the plan of Columbus to find a western water route to India. Ferdinand Magellan, a native of Portugal, started from Spain, and crossing the Atlantic, passed around the southern extremity of South America. He called the great ocean upon which he then found himself the Pacific (peaceful), because its waters seemed so calm after the stormy Atlantic. He crossed this great ocean and reached the Philippine Islands. Landing here, Magellan was killed in a battle with the natives. His men continued the voyage, sailed through the Indian Ocean, around the

southern end of Africa, and northward to Spain. It took just three years and twenty-eight days to make this first voyage around the world. The shape of the earth was now settled beyond a doubt.

Three Nations of Europe Claim North America.—It was Columbus's successful voyage across the Atlantic that led to the discoveries of John Cabot and of others about whom we have been studying. If Columbus had lived fourteen years longer than he did, he would have learned from the reports of Americus Vespucius that South America is not a part of Asia, and he would have heard with delight that Magellan's sailors had proved the truth of his belief in the roundness of the earth. By this time too, he would have seen that three European nations had begun to claim the northern continent. Spain claimed the southern part, including the West India Islands and Florida; France the region around the Gulf of St. Lawrence; England the part of the continent north of Florida, including France's claim.

Tell about John Cabot and his plan. His voyage and discovery. Of the voyage of Sebastian Cabot. For what nation did the Cabots claim the land? How did the English regard it? Tell about the coming of the first Frenchmen to America. Tell of Americus Vespucius and his voyages. How was his name given to the continent? Tell the story of Ponce de Leon. Tell of De Soto's wanderings and death. What became of his men? Tell about his first voyage around the world. What two geographical questions that had puzzled Columbus were settled soon after his death? What European nations began to claim North America? What parts of the continent did they claim?

CHAPTER II.

Making Homes in the New Land.

Walter Raleigh.

The Search for Gold.—The first Europeans who came to America expected to find the gold of India, but America was found to be a great continent blocking the way to India. Everybody then believed that this new land was full of gold, if they only knew where to look for it. So in a search for gold adventurers from Europe wandered through our pathless forests and over our great plains, climbed mountains and waded rivers. Some perished of hunger or died of fever, yet the survivors continued the mad, uncertain search. It seems strange to us that it took the men of that time so long to see that the New World offered surer ways of earning a living, and even of getting rich, than by hunting for gold. There were the great trees of the forests, of which houses could be built; there was the rich soil, ready to reward the plowman's toil with bountiful crops; there

WALTER RALEIGH.

were the swift-running streams, ready to turn the wheels of machinery for mills and factories. For a long time, however, the idea that America was a great gold field completely filled people's minds. No rich man was willing to advance the money needed to transport farmers and mechanics to this country, and to furnish them with tools for the slow work of raising crops and building

RALEIGH THROWING HIS CLOAK BEFORE THE QUEEN.

homes. How the first English homes came to be made in this country, and something of the troubles that befell them, our story will now tell.

An Act of Politeness, and What Came of It.—Queen Elizabeth of England was a granddaughter of the King Henry who had given permission to John Cabot to sail to the western lands. Queen Elizabeth came to the throne

while a young woman, and during her long reign proved to be one of the wisest rulers England ever had. One day when the queen and several fine ladies of her court were out for a walk they came to a muddy place in the path. It happened that at this moment a young man wearing a handsome red velvet cloak was passing. He saw the queen looking anxiously around, uncertain where to step. Springing forward, he threw his beautiful cloak on the ground before her, thus enabling her majesty to continue her walk without danger of soiling her royal shoes. This act of politeness so pleased the queen that she invited Walter Raleigh (for this was the young man's name) to her court, and became his firm friend.

Raleigh's Plan, and How the Queen Helped Him.—Walter Raleigh was not only a polite and handsome courtier, but he was one of the most learned and thoughtful men of his time. Nearly a hundred years had passed since the Cabots had discovered the mainland of North America and claimed it for England; yet in all this time Englishmen had thought little about the new land, and had made no effort to occupy it. Raleigh believed that his countrymen should take possession of the region which they claimed. Accordingly he asked permission of the queen to establish a settlement, or colony, upon any land in America not already occupied by any Christian nation. Queen Elizabeth readily favored the plan of her gallant friend, and gave him a charter, or written permit, to govern the colony he should establish.

Searching for a Place for a Colony.—At his own expense Raleigh fitted out two ships with which to visit America and find a suitable place for a colony. He wished to ac-

company the expedition himself, but the queen was unwilling for her friend to risk his life in dangerous sea fights, so he remained at home. His ships reached what is now the eastern coast of North Carolina. The men were delighted with the new land. They found grapes in abundance, "sweet-smelling timber trees," beautiful song birds, and "gentle, loving, and faithful" natives. They spent some time trading with the Indians, but did not try to make a settlement. They returned to England carrying with them a cargo of furs and wood (1584).

WHERE RALEIGH'S SETTLEMENT WAS MADE.

Raleigh's First Settlement.—Queen Elizabeth was much pleased with the accounts given by Raleigh's sailors of the land they had visited, which they declared to be the "most plentiful, sweet, fruitful, and wholesome of all the world." The country was called Virginia, in honor of Elizabeth, the virgin, or unmarried, queen. With the aid of the queen Raleigh fitted out a larger expedition, consisting this time of seven ships and over one hundred colonists. They landed on an island now known as Roa-

noke Island, not far from the one visited by Raleigh's ships the year before, and made a settlement there. Instead of setting to work to supply themselves with food by cultivating the soil, the colonists wandered over the country searching for pearls and gold, which they never found. They treated the Indians harshly, and the red men, who at first had been friendly, refused to supply them with food, and even threatened to attack the settlement. Working but little, the colonists devoted their idle moments to thinking and talking over their troubles. Of course they grew homesick. A fleet of ships stopped there on its way to England, and the colonists begged so earnestly to be taken aboard that the sailors could not refuse, and all of them were taken home.

Raleigh's Last Attempt.—But Raleigh was not discouraged. The year after the return of his colonists he sent out another company under Governor White. They occupied the deserted houses on Roanoke Island. In one of these log cabins was born a little baby girl, the first child born of English parents in America. She was the granddaughter of Governor White, and was named Virginia Dare. A short time after the baby was born her grandfather, the governor, had to go back to England for needed supplies. He found the people of England in the midst of a war with Spain, and he was unable to return to his colony for three years. When he returned to Roanoke he could find no trace of his little granddaughter nor her parents, nor any of the other colonists. What became of them? Had they all been killed by the Indians? or had they been taken prisoners by the savages and carried away to live among them? or had they wandered

BAPTISM OF VIRGINIA DARE.

away from the settlement and been lost and starved to death in the dense woods? or had they been drowned while attempting, in rude boats of their own making, to return to England? To this day no one knows what became of little Virginia Dare and her parents, and probably no one will ever know. Raleigh would have been glad to send out another company of colonists, but he had spent so much money in hiring ships and buying supplies for his settlers that he could not afford to make another attempt.

Some Things Raleigh's Colonists Took Back to England.—The settlers on Roanoke Island had noticed the Indians rolling up the broad leaves of a weed and smoking them, and they were told by the red men that it would keep them from getting hungry and tired. The white men tried it and were so well pleased that they brought some of the leaves home and gave them to Raleigh. Raleigh distributed them among his friends. The queen smoked some of them, and soon tobacco smoking became popular in England. They also brought home a root called by the In-

TOBACCO PLANT.

dians "botah," which was good to eat when boiled or baked. Raleigh had some of these "botah roots" planted on his land in Ireland. His neighbors liked them so well that before long nearly every farm in Ireland raised a crop, and the root became known to the people of Europe as the Irish potato.

Last Days of Raleigh.—At this time Spanish ships brought to Spain each year many cargoes of gold from Mexico and South America. Raleigh caught the "gold fever," and fitted out some ships that visited the northern coast of South America. Raleigh himself led the expedition, but he found no gold. Now troubles came thick upon him. His good friend, Queen Elizabeth, died; the new king, James II., did not like Raleigh, because he thought Raleigh had tried to prevent him from being king. So he took away Sir Walter's offices, and finally put him in prison. He was tried for treason, or plotting against the king, and was sentenced to death. For twelve years, however, he was kept in prison, and he occupied his time during those dreary years writing a great book called *The History of the World*. The king released him from prison that he might make another voyage to South America in search of gold. Raleigh knew that if he should bring back a rich treasure for the king he would no doubt be freed from the unjust sentence of death that had been passed upon him, and that if he failed he would probably have to die. But the Spaniards seemed to be the only ones who were able to find gold. Raleigh's only son, young Walter, who accompanied him, was killed in a battle with the Spaniards in South America. Broken-hearted, the old man sailed back to England, where he

was at once thrown into prison again, and soon afterward put to death.

What We Owe to Raleigh.—Raleigh's attempts to find gold in South America were miserable failures, and brought no good to him or to his countrymen. His attempts to establish a colony in his land of Virginia, though disappointments to him, were the beginning of the English occupation of North America. He was the first Englishman who tried to induce his people to make homes in the new world, where they should be allowed just laws and the same rights they had enjoyed at home. While he failed to carry out his great plan himself, yet he set the people to thinking and talking about it, so that before he died his idea was carried out by other Englishmen, and the fair land of Virginia was occupied by English settlers.

So Walter Raleigh's efforts to establish a colony in Virginia, like Columbus's efforts to find a western route to Asia, resulted in great good to those who lived after him.

In later years the people of North Carolina named the capital city of their State Raleigh, in honor of the man who had started the idea of English colonies in America.

Tell about the search for gold in America. How did this delay the settlement of the country? Who was Queen Elizabeth? Tell about Walter Raleigh's act of politeness. Who first claimed North America for England? What was Raleigh's plan? What did Queen Elizabeth think of it? For what purpose did Raleigh's ships first sail to America? Tell about the land visited. What name was given to it? Tell of Raleigh's second expedition. What caused the failure of this settlement? Tell about Raleigh's last attempt to make a settlement. (What do you suppose became of the settlers?) How were tobacco and the potato introduced into England? What troubles befell Raleigh in his old age? (What two queens helped in the discovery and exploration of America? Compare the last days of Columbus and Raleigh.) What good resulted from Raleigh's failures? What place is named for him?

CHAPTER III.

Virginia and Her Neighbors.

JOHN SMITH—VIRGINIA.

JOHN SMITH HELPS TO FOUND A COLONY.

A Successor to Raleigh Appears.—Walter Raleigh sent five expeditions to look for his lost colony. But they searched the Virginia woods in vain for traces of little Virginia Dare and her people. Raleigh himself was now in prison, and it looked as if his hopeful saying that he "would yet live to see Virginia an English nation" would never come true. About this time, however, there appeared in England, after a long absence on the continent of Europe, a young soldier who was destined a few years later to carry out Raleigh's plan.

CAPTAIN JOHN SMITH.

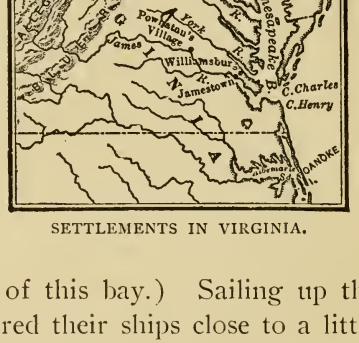
His Life of Adventure.—This young man, twenty-five years old, bore the name of John Smith. His mother died when he was an infant. As soon as he was old

enough to leave home little John was sent to a boarding school. But he was too restless and mischievous to be a good pupil. He was planning to run away and become a sailor when the death of his father put an end to his school days. John was then set to work as a clerk in a store. But the life of a clerk was as distasteful to his restless spirit as the restraints of school had been. He left his native land, and became a soldier in wars against the Turks. We are told that once, while the opposing armies looked on, he overcame three Turks in single combat, and, like David, cut off their heads and carried them to his tent. He was taken prisoner and made to work as a slave with a great iron ring riveted about his neck; but he killed his cruel master and escaped. He returned to England at a time when people were still talking about Raleigh's lost colony.

America Attracts Him.—At the taverns, or hotels, which Captain Smith visited he met many other travelers, some of whom had just returned from the shores of America, and had many stories to tell of what they had seen in the New World. One of these American voyagers was a man named Gosnold, an experienced sea captain, who had visited the northern shores of Virginia. Gosnold told Smith so much of the beauty and fertility of the western land that Smith was eager to visit it. So the two (Gosnold and Smith) decided to collect the vessels, men, and equipment necessary to cross the ocean, and establish a settlement. Some rich merchants of the cities of London and Plymouth were persuaded to form trading companies. Two were formed; one was called the London Company, the other the Plymouth Company,

and these companies agreed to furnish the money for the undertaking in return for a share in the profits that were expected from the trade of the proposed settlement.

He Sails to Virginia.—One beautiful spring morning, not long after these events, three ships came in sight of the American coast, and entered the waters of a great bay that opens into the Atlantic, some distance north of the place where Raleigh's men had made their unlucky settlement twenty years before. These ships, as you may have guessed, bore Captain John Smith and Captain Gosnold. With them were a hundred men sent out by the London Company to establish a settlement in Raleigh's land of Virginia. They coasted along the shores of this bay until they came to the mouth of a large river. (Find on map the name of this bay.) Sailing up the stream, they finally anchored their ships close to a little peninsula on the north bank of the river. Here they landed, unloaded their stores of provisions, tools, and other supplies, and set to work. Some put up tents; others cut down trees with which to build a fort to protect them from the Indians. They named this settlement Jamestown, in honor of King James II, at that time king of England. The river they called King's River, or James River. This was in the year 1607.



SETTLEMENTS IN VIRGINIA.

The Captain in Trouble.—When the company landed, among their number was one man held as prisoner by his companions. Strange to say, this prisoner was none other than Captain John Smith, despite the fact that the London Company had appointed him one of the five men who were to govern the colony. Soon after the voyage began he had been arrested on the charge of planning to make himself king of Virginia. No doubt the other leaders were jealous of him, and no doubt, too, Smith had increased their jealousy by talking too much and too boastfully of his past adventures. On reaching Virginia his enemies wanted to get rid of him by sending him back to England. Smith demanded a trial, and a jury of twelve of his fellow-colonists declared him innocent and set him free. Moreover, they sentenced his principal accusers to pay the worthy captain a fine of $1,000 for their unjust treatment of him.

Working and Praying—A Good Beginning.—The log fort was soon completed, and then the men set to work on their own cabins, many of them sleeping meanwhile in the open air under the trees in the pleasant May weather. They next began to clear off the land, and prepare the soil for a corn crop. Each morning and evening they assembled in a rude tent which served as a church, and here, with a board nailed between two trees as his pulpit, the minister read the service of the Episcopal Church. Twice every Sunday they had preaching. In a short time a church building of logs took the place of the tent.

Hot Weather Brings Sickness.—But troubles soon came thick and fast. The river bank where the settlement was made was low and marshy, and during the hot sum-

mer days the colonists were stricken with fever. Our fever medicine, quinine, which comes from the bark of a South American tree, was not at that time known. One half of the colonists died. Smith himself became ill, but he continued to nurse the sick, help bury the dead, and cheer up the living. At last autumn came with its cool winds driving away the malaria and bringing back health and strength.

Idleness Brings Hunger.—The supply of food brought by the colonists from England soon gave out. If all the men had worked diligently cultivating the soil they would still have had an abundance to eat. But a large number of the settlers were not used to work at home, and they could not be induced to work here. Farming was too difficult and too slow to suit these idlers. They wanted to get rich quickly without work. So they spent most of their time wandering about looking for gold. Captain Smith and some of the others set an example of hard work, but in spite of their labor there was not food enough for all, and soon the colony was threatened with starvation.

What efforts did Raleigh make to find his lost colony? What young adventurer returned to England about this time? Tell about the boyhood of John Smith. What can you say of his life as a soldier? How did he become interested in America? What plan did Smith and Gosnold form? How were they enabled to carry out their plan? Tell about the voyage of the colonists and the beginning of their settlement. What trouble did Captain Smith get into while on his voyage to America? How did he get the best of his enemies? Tell about the daily occupations of the first colonists. What misfortune happened to them the first summer? Why were there so many idlers? What was the result of the idleness?

JOHN SMITH SAVES VIRGINIA.

Captain Smith Makes a Corn Trade.—But John Smith was not willing to starve. He led a force of men into the Indian country to get a supply of corn from the savages.

When the Indians refused to sell their grain Smith attacked them, and put them to flight. He captured their village, where he found plenty of corn. The Indians had all run away, but by the offer of beads and hatchets Smith induced six of them to return and load his boat. They were so surprised by the boldness of the captain and so pleased with the beads and hatchets that they all came from their hiding places. Then they brought not only corn, but venison and turkey and whatever other food they had, singing and dancing in sign of friendship.

The Captain Explores the Country, and Gets Stuck in the Mud.—With plenty of corn to supply their present needs, and with an abundance of wild fowl brought by the cold weather, the spirits of the colonists rose, and for a time they forgot their troubles. Captain Smith now began to explore the Chesapeake Bay and the rivers flowing into it. One day he and several companions sailed up the Chickahominy River, looking for the Pacific Ocean. They thought America was a narrow strip of land, and never dreamed that it was as wide as the ocean which separated them from England. Smith anchored his boat in the river, and with an Indian guide went into the woods to shoot some game for dinner. Suddenly he found himself surrounded by Indians whose dreadful yells were almost enough to make the stout-hearted captain tremble. He determined to make a brave fight, however, and, holding his Indian guide as a shield between him and his enemies, he began backing toward the river where he had left his companions. An arrow struck him in the leg. Smith then fired his gun into the crowd, and one of the Indians fell to the ground. The rest fled, but soon returned,

fiercer than before. As the captain continued to step backward he suddenly slipped up to his waist into a boggy creek, dragging his Indian guide with him. As he could not get out of the mud, and as he was growing numb with cold, he made signs that he would surrender.

Caught at Last.—The Indians pulled their captive out of the bog and warmed him by the fire. Then they would have killed him, but he was smart enough to present the chief with his pocket compass. The quivering needle protected by its glass case aroused the wonder of the Indians, as they tried in vain to touch it with their fingers. Smith increased their wonder by writing a letter to his friends at Jamestown, asking them to send him certain things which he named. This letter was carried to the settlement by an Indian messenger, who soon returned with the articles Smith had asked for. The poor Indians were now overcome with amazement. "The white chief can make the dry leaf speak," they said. They were proud of their prisoner, and fed him so bountifully that the captain said afterward, "This plan of cramming me did sorely grieve me, for I surely thought they were about to fat me, in order to eat me."

Saved by an Indian Girl.—Smith was led in triumph from one Indian village to another, until at length he was brought before the king of all the Indians in this region, Powhatan by name. Powhatan, dressed in a robe made of raccoon skins, and with feathers in his hair, was seated on a raised platform in a long, arbor-like house. By his order Smith was condemned to die. Tying his hands, they laid the captain's head upon a great rock, and a powerful Indian, with uplifted club, stood ready to

beat out his brains. At this moment Pocahontas, the chief's daughter, a maiden of twelve or thirteen years, ran forward and, bending over the prisoner, took his head

(*A picture in Smith's book.*)

POCAHONTAS SAVING CAPTAIN SMITH.

in her arms. Out of love for his daughter the old chief ordered the captive's life to be spared, and directed that he be put to work making bells, beads, and toys for little Pocahontas.

The Captain Returns to Jamestown.—After several months of captivity King Powhatan told Captain Smith he could return to Jamestown, but he must send back two cannons and a grindstone. Smith readily agreed to this. So he joyfully set out through the woods, accompanied by several guides who were to bring back the presents. To show them the power of a cannon, Smith, on reaching the settlement, ordered a shot fired into the ice-laden trees. At the roar of the cannon and the sight of the falling ice and broken branches the frightened savages took to their heels. When they returned they declared the cannons and grindstone were too heavy to carry, and they accepted instead some beads and trinkets.

Captain Smith Becomes Governor, and Makes Some New Laws.—The first rulers of Jamestown were unfit to govern the settlement. Two of them in succession were put out of office by the disgusted colonists. At last the settlers saw that their only hope was Captain Smith, so they made him take control of the colony. The captain ruled with a strong hand. He made a law that "he who will not work shall not eat," and men then began to work who had never worked before. When the labor of swinging the ax blistered their tender hands they cursed so long and loud that "at every third blow the echo was drowned by an oath." Smith ordered their oaths to be counted, and at night, when work was over, the swearers were placed in line, and each was made to hold up his arms, while one can of cold water was poured down his sleeve for every oath he uttered during the day. This "cold-water cure" worked like a charm. All day long the chips flew, with few wicked oaths to disturb the peaceful echoes.

Captain Smith Leaves Virginia.—Thus, time and again, the sturdy arm and bold heart of Captain Smith saved the colony. But, although he kept them from starving, his enemies did not cease to hate him. Afraid to oppose him in Virginia, they carried to England false charges against him. A ship from England brought the report that he had been removed from office by the London Company. Smith refused to believe the story, and threw into prison those who resisted his authority. One day, however, when in a boat on the James River, a bag of gunpowder near him exploded, burning his flesh in a fearful manner. He jumped into the water and came near being drowned. Tortured by the pain of his wound and expecting every day to receive notice of his removal, his stout heart failed him at last. So he decided to leave his enemies to their triumph, and to go to England and have his wound treated.

Last Days of the Bold Captain.—Captain Smith sailed away from Virginia never to return. His wound healed, and he afterward visited America, exploring the coast of what is now New England, but not attempting to make a settlement. Later he again started to America, but his ship was captured by a French vessel, and the captain was taken prisoner to France. Escaping from his captors, he returned to England, and spent his last days in London writing histories of the Jamestown settlement and of his own exploits. This "first American ruler and writer" lies buried in a London church, with his shield and three Turks' heads carved on his tombstone, and the inscription beneath: "Here lies one conquered, that hath conquered kings."

Tell about Captain Smith's corn trade. Tell of Smith's exploration of the country and his capture by the Indians. How did he keep the Indians from killing him? Why was the captain uneasy when they fed him so well? Who was Pocahontas, and how did she save Captain Smith's life? Tell about Smith's release and return to Jamestown. What kind of rulers did Jamestown have at first? Tell about Captain Smith's rule. How did Smith's enemies try to injure him? Why did he return to England? What exploration did he afterward make? Tell of his last days.

VIRGINIA AFTER CAPTAIN SMITH'S DEPARTURE.

Virginia Abandoned.—It was not long after Captain Smith sailed away from Virginia before even his worst enemies wished him back. The Indians no sooner heard that the unconquerable captain was gone than they began to attack and murder the settlers. The leaders of the colony quarreled among themselves as to who should rule. The food gave out again, and the Indians could not be induced to furnish a mouthful. Forced to live on roots and acorns and the flesh of horses, very many died of hunger. In this terrible "starving time" the colony was reduced from five hundred to sixty. In despair these weak, half-starved survivors decided to leave Jamestown forever. They buried their cannons, and all got aboard two small ships and started down the river, leaving Jamestown with its rows of log houses, its church, storehouse, and fort all silent and deserted. The Jamestown settlement was about to end in failure, as had the colonies of Sir Walter Raleigh on the Carolina coast.

Virginia Saved.—But a great surprise was in store for the departing colonists. They were hardly out of sight of the abandoned settlement when they met three English ships coming up the river bearing Lord Delaware, the new "Governor and Captain-general" of Virginia, with several hundred colonists and a year's provisions. Joy-

fully all returned to Jamestown. As soon as the new governor touched the shore he knelt down and thanked God that he had come in time to save Virginia. The buried cannons were dug up and mounted in the fort. Lord Delaware put everybody to work, and once more the Virginians seemed happy and prosperous.

A Virginia Wedding.—Pocahontas, the Indian girl who had saved Captain John Smith's life, continued to be a good friend of the whites. She often visited Jamestown, bringing baskets of corn and acting as peacemaker when war between her people and the settlers was threatened. One of the Englishmen, John Rolfe by name, fell in love with the sweet-tempered, graceful maiden. She agreed to marry him, and the consent of old father Powhatan and of the governor of the colony was obtained. The old chief, however, would not come to his daughter's marriage, but he sent an uncle and two brothers of Pocahontas in his place. A crowd of colonists, doubtless, thronged the flower-decked church at Jamestown to see the wedding ceremony. A short time before her marriage Pocahontas had been received into the Church, and the name Rebecca had been given her. She and her husband afterward visited England, where as "Lady Rebecca" she was kindly received by the king and queen. Here she met her old friend, John Smith, whom she had thought to be dead. She died before her return to Virginia, leaving a little son, Thomas, who became a gentleman of "note and fortune" in Virginia and the ancestor of some prominent families in the State.

Tobacco and Slaves.—The year before his marriage with Pocahontas, John Rolfe had planted a field with

MARRIAGE OF POCAHONTAS.

tobacco. He raised a large crop, which he shipped to England and sold for a fine price. The Virginians saw they could make more money raising tobacco than in any other way. Every colonist who had a piece of land planted some tobacco. Woods were cleared, and new ground cultivated for this profitable crop. When, a few years later, a Dutch ship offered for sale at Jamestown twenty negro slaves, the colonists bought them to work their tobacco plantations. Finding the negroes well suited to this kind of labor, the Virginians were willing to pay a good price for them, and afterward English ships and ships from the colony of Massachusetts brought large numbers of the Africans to Virginia and to other English colonies that by that time had been established.

No More Homesickness and Idleness.—The same year that the first shipload of African slaves arrived at Jamestown another ship touched at the same wharf, laden with a cargo that brought more of real happiness and prosperity to the colony than any shipload that arrived before or since. The great need of the first Virginians was wives to make happy homes. The first settlers were men and boys, and during the first ten years hardly any women came over. With no merry, romping children, no sweet-faced girls, no gentle, thoughtful wives and mothers in all the colony, it is no wonder the men were idle and quarrelsome; and when the fever came, without woman's tender nursing, no wonder so many of them died. The wise heads of the London Company at last found out what was the matter with their colony, and they induced sixty rosy-cheeked English maidens to take pity on the lonesome Virginia bachelors, and to cross the ocean to

cheer them up. At Jamestown a crowd of men met the maidens at the wharf, and the courting began at once. As soon as a Virginian persuaded a girl to accept him he paid the ship captain her fare from England, and they hurried away and were married. These marriages proved to be so happy that more young English women agreed

RUINS OF JAMESTOWN.

to come to Virginia, and there were more marriages on their arrival. New settlements were made on the banks of the James and other Virginia rivers, and the colony became firmly established.

The King's Governor Resisted.—Many of the governors of Virginia, like John Smith and Lord Delaware, ruled wisely and well. Governor Berkeley, however, was one who treated the people badly. When a young planter named Nathaniel Bacon raised a company of men to defend their homes against the Indians Governor Berkeley

ordered him to be arrested. Bacon then made war on the governor and chased him out of Jamestown and set fire to the place. Thus, in that olden time, the Virginians showed that they were not afraid to resist the king's officers when those officers trampled on their rights. Bacon died of fever in the midst of his success, and Governor Berkeley returned; but Jamestown was never rebuilt. Williamsburg, a new town on a higher and more healthful situation, became the capital of the colony.

The Knights of the Golden Horseshoe.—Governor Spottswood, a later governor, had the adventurous spirit of Governor John Smith. He led a company of explorers and hunters beyond the Blue Ridge Mountains into the beautiful valley of the Shenandoah. The horses of the party were shod—something unusual in those days—as a protection against the rocky mountain roads. On his return Governor Spottswood sent to London, and had made for each of his companions a small golden horseshoe, which became the badge of the "Knights of the Golden Horseshoe." Another act of Governor Spottswood, of more importance than his expedition beyond the mountains, was his directing the establishment of the first iron furnace in America, thus turning the attention of the Virginians to the production of iron, with which their mountains are filled.

Virginia Becomes a Large and Powerful Colony.—One hundred and fifty years after the death of Captain John Smith the struggling settlement at Jamestown, which he had so often saved from ruin, had become the powerful colony of Virginia. Virginians gradually moving westward had passed beyond, first, the Blue Ridge,

then the Alleghanies, and had taken possession of what is now the State of Kentucky. Extending from the Atlantic Ocean to the Mississippi River, Virginia also claimed the region northwest as far as the Great Lakes. Twelve other English colonies by this time had been established in North America, but Virginia was the largest and richest of them all.

What troubles befell the Virginians after the departure of Smith? Tell of the coming of Lord Delaware; of the wedding of Pocahontas; of her life after her marriage. Tell about the beginning of tobacco planting in Virginia; about the introduction of negro slaves; about the coming of English maidens. Who was Nathaniel Bacon? Tell of Bacon's warfare with Governor Berkeley; of Governor Spottswood's journey into the valley of Virginia; of the progress of the Virginia colony.

Virginia's Northern Neighbor—Maryland.

Why the Colony was Founded.—When Jamestown had been settled about twenty-five years, and the Virginians had gotten bravely over their early troubles from hunger, sickness, and the Indians, and were beginning to get rich from their great tobacco plantations, a new colony was formed on their northern border. The founder of this new colony was Lord Baltimore, a Roman Catholic nobleman, who had held high office in England and had at one time been a member of the Virginia Company. The law of England in those days placed many hardships upon members of the Roman Catholic Church, among other things imposing a heavy fine upon those who refused to attend the services of the Church of England. Lord Baltimore wished to establish a colony in America where his Roman Catholic brethren would be free to practice their religion without interference.

The Grant of Land and the Name of the Colony.—King Charles I, who was a good friend of Lord Baltimore, gave

him a tract of land north of the Potomac River, including the present States of Maryland and Delaware, and part of Pennsylvania and West Virginia. Like Virginia, the new colony was named in honor of a queen. The wife of King Charles was Henrietta Maria, a French lady, and a member of the Roman Catholic Church. Maria is the same as Mary in English, and the king called the land he had given to Lord Baltimore Mary's land, or Maryland, in honor of the queen.

GEORGE CALVERT, FIRST LORD BALTIMORE.

Lord Baltimore Dies. His Son Carries Out His Plan.—Just as his grant was obtained Lord Baltimore died. His eldest son, who now became Lord Baltimore, received the grant, and proceeded to carry out his father's plan. This son intended to cross the ocean with his first colonists, but he afterward decided he had better stay at home to keep his enemies from persuading the king to take back his American territory. About three hundred colonists, with the younger brother of the second Lord Baltimore as governor, sailed into the Chesapeake Bay and up the Potomac River. "Never," wrote one of the colonists, "have I seen a larger or more beautiful river. The Thames seems a mere brook in comparison with it. Fine

groves of trees appear, not choked with bushes, but growing far apart, so that you might easily drive a four-horse carriage through the midst of the trees."

A Settlement Formed.—Many Indians appeared on the bank of the river. They were struck with wonder at the size of the ships. The Indians made their boats, or canoes, of a single log hollowed out, and they wondered where the trees grew big enough to make so monstrous a canoe as that in which the white men sailed. When Governor Calvert landed to look for a place for a settlement the chief received him very kindly, invited him to stay all night, gave him his own bed to sleep on, and spent the next day in showing him the country. On the north bank of the Potomac was an Indian town which the owners agreed to sell to the whites in return for axes, hoes, and cloth. The Indians gave up one half of the town at once, and promised to give up the other half as soon as their crops were gathered. The colonists named their settlement St. Mary's, in honor of the Virgin Mary.

SETTLEMENTS IN MARYLAND.

Maryland Gets a Good Start.—The colonists had their hardships, but these hardships did not come at first, as had been the case at Jamestown. St. Mary's was situated in a healthful place. The colonists had the cleared fields, which they had bought from the Indians, and huts already built to protect them from the weather until more substantial homes could be made. The Indian men taught the settlers how to hunt deer, while the women showed

them how to cook in the ashes a corn-meal cake which they called "pone," and also how to make "ominie" (our hominy) out of corn parched, broken, and boiled. The Indians also treated their new friends to boiled and roasted oysters from the famous oyster beds of the Chesapeake.

Troubles Come.—Lord Baltimore allowed no one in his colony to be disturbed on account of his religion, provided he believed in Christ. So Protestants as well as Roman Catholics were among the settlers. After a while the Protestants outnumbered the Roman Catholics, and, sad to say, when they got control of the colony they passed laws that Roman Catholic worship should be prohibited in Maryland, that no Roman Catholic should vote or hold office, and that Lord Baltimore had no rights in the colony. There was fighting between the Protestant and Roman Catholic settlers. Finally the English government restored Lord Baltimore to the rule of Maryland, and freedom of worship was again established.

Boundary Disputes.—The Marylanders had disputes over the boundary of their colony with both their northern and their southern neighbors. The Virginians claimed that Maryland was included in their grant. A Virginia colonist who had some land in the territory granted to Lord Baltimore refused to pay taxes to the government of Maryland, and raised some troops to resist Lord Baltimore's officers. After considerable disturbance he was finally driven out. There was also a dispute over the boundary between Maryland and her northern neighbor, Pennsylvania. Both these colonies finally agreed that two surveyors, Mason and Dixon, should establish the correct

boundary. The line they fixed was marked at the end of every fifth mile by a stone with the coat-of-arms of William Penn on the north side, and of Lord Baltimore on the south. In later years it happened that the States north of this line all ceased to hold slaves, while those south of the line continued to be slave-holding. The line then became famous as "Mason and Dixon's Line." Continuing westward along the Ohio River, it marked the boundary between the "free" and the "slave" States.

Growth of Maryland.—The soil of Maryland is very much like that of Virginia. As in Virginia, tobacco became the chief crop of the people of Maryland, and negro slaves were used to cultivate it. After a while wheat began to be raised also. The wheat was ground into flour, and thousands of barrels of it were shipped to the other colonies and to England. For a long time St. Mary's was the capital of the colony. Then the capital was moved to the town of Annapolis (named for Queen Anne of England), and St. Mary's, like Jamestown, was deserted. Nearly a hundred years after the founding of St. Mary's the town of Baltimore was laid out on the shore of the Chesapeake. It grew rapidly, and for many years has been the largest city south of Mason and Dixon's Line.

INDIAN PEACE PIPE.

Who was Lord Baltimore? Why did he wish to establish a colony in America? What land was given to Baltimore for his colony? Explain the name of the colony. Tell about the death of the first Lord Baltimore and how his plan of a colony was carried out. Where was the settlement made? How were the colonists received by the Indians? What was

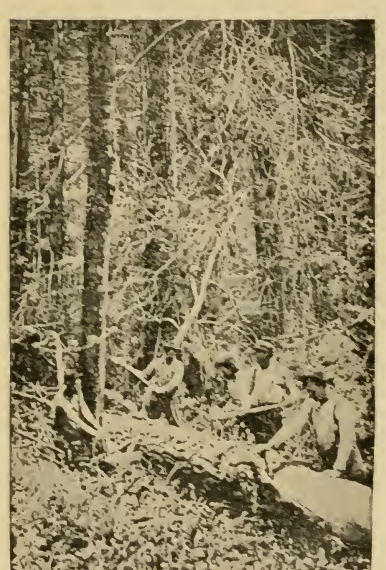
the name of their first settlement? Tell about Maryland's good start. What troubles arose between Protestants and Catholics? Tell about the two boundary disputes and how they were settled. Tell of the growth of Maryland.

Virginia's Twin Southern Neighbors—The Carolinas.

The First White Settlers in Carolina.—The region first known as "Virginia" which Queen Elizabeth gave to Sir Walter Raleigh, and which King James II afterward gave to the London Company, stretched far south of the present State of Virginia. Yet for a long time after Jamestown was founded there were no white settlements in the southern half of the great territory of Virginia. True, even before Raleigh's ships landed here, some Frenchmen had built a fort on the coast not far north of the Savannah River, and had named this fort Carolina, after their King Charles, or Carolus. They expected to make a permanent settlement and hold the country for France, but when their food gave out and the Indians became unfriendly they built a little ship out of the logs of the forest and sailed away. It is probable that some of these returning French Carolinians landed in England, and were the first to tell Queen Elizabeth about this beautiful land, which her favorite, Raleigh, afterward tried to colonize. Raleigh's settlements were made in this same region, but some distance north of the deserted French fort of Carolina. The story of how his settlements ended in failure has already been told.

The English Colony of Carolina Formed.—Just one hundred years after the French fort of Carolina was deserted King Charles II of England gave to six of his friends the entire region south of Virginia as far as Spanish Florida.

The name of Carolina, first given in honor of the French King Charles, was retained, since the reigning king of England was also a Charles. A company of Virginians had already come through the woods and had made the first settlement not far from where Raleigh's colony stood. Two shiploads of French Protestants, or Huguenots, landed further south and founded the city of Charleston. Other settlers came from the West India Islands, from Europe, and from the older American colonies.

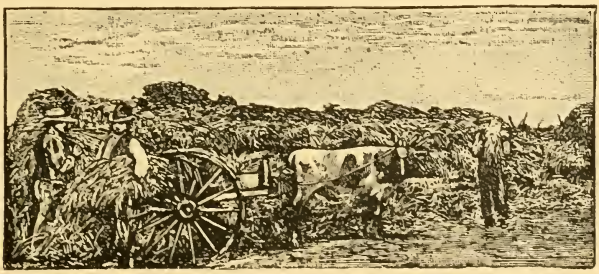


CAROLINA FORESTS.

Bad Government. — The proprietors of Carolina soon showed that they knew little about governing a colony. A set of laws was prepared by them which gave all power in the colony to the noblemen and no rights at all to the common people. For twenty years the proprietors tried to force these absurd laws on their colonists, and at last had to give up the attempt. The governors appointed by the proprietors were sometimes so tyrannical and worthless that the people refused to obey them, and even chased them from the colony.

The Carolina Pine Trees.—In spite of bad rulers the col-

ony of Carolina grew in numbers and in wealth. In the northern half of the colony were great forests of pine trees. These pine trees not only afforded fine timber for making ships, but from them great quantities of pitch, tar, rosin, and turpentine were obtained. In those days, when ships were made altogether of wood, instead of with iron bottoms, as to-day, pitch and tar were needed to preserve the vessels from leaking, and these articles brought a good price in Europe. With their axes the colonists cut great notches in the trunks of the pine trees near the ground. Then large kettles were so placed as to catch the streams of sap. This sap was afterward boiled and prepared for market. So many of the colonists of northern Carolina were engaged in this industry



RICE HARVEST.

that the name "tar-heels" was jokingly given them by their neighbors.

The Palmetto Tree and the Rice Plant.—In southern Carolina another kind of tree, the palmetto, was found which proved very useful to the colonists. From one sort of palmetto they obtained a food like cabbage, and from the

leaves of a tougher sort were made hats, ropes, and fans. The palmetto logs made splendid material for building forts, since the wood was so spongy that cannon balls sank into it without splitting or weakening it. When southern Carolina became a separate colony she placed a picture of a palmetto tree on her flag, and to-day the State is known as the "Palmetto State." But more valuable even than the palmetto tree was the rice plant. A ship captain returning from a voyage to islands near the African coast brought back a bag of rice which he gave to the governor. At that time rice was something little known to the people of Europe, although for ages it had been the food of millions in China and Japan. The governor of Carolina had his rice planted, and found that the swampy lands exactly suited it. The rice grown in southern Carolina proved to be the best in the world, and it soon became the chief crop of the colony. To work the rice plantations many negro slaves were brought from Africa. Southern Carolina soon had more slaves in proportion to its population than any other colony.

Carolina Divided.—For sixty-six years the colony of Carolina was governed by Proprietors. The Proprietors then gave up their rights to the king, and Carolina was divided into two colonies, North Carolina and South Carolina. In North Carolina the town of Raleigh, named in honor of the great Sir Walter, who first tried to make a settlement on her shores, became the capital of the colony. In South Carolina Charleston was made the capital, and became one of the largest and richest towns in all the American colonies.

Who first owned the country south of the present State of Virginia? Tell about the efforts of the French to make settlements in this region. What did these French failures probably lead to? What grant of land in this region did King Charles II make. Explain the name of the colony. Tell of the first settlements. What bad government did the Carolinians endure? What use did the colonists make of their pine forests? of their palmetto trees? Tell about the beginning of rice culture in South Carolina. How did rice culture affect the number of slaves? Tell of the division of Carolina into two colonies.

Virginia's Youngest Neighbor—Georgia.

A New Colony.—When Virginia had grown to be a powerful colony one hundred and twenty-five years of age, and when her twin southern neighbors had become firmly established and had been separated into North and South Carolina, a new colony was founded on the southern border of South Carolina—a colony which was at once the youngest and the most southern of all the thirteen sisters.

The Poor Debtors of England.—To understand how this youngest colony came to be founded we must remember that at one time it was the law in England that a man who did not pay his debts could be put in jail. We know that it is dishonest for a man to fail to pay his just debts, if he is able to do so. But sometimes a man gets into debt through no fault of his own, as by sickness, or accident, or rascality of others, and is unable to pay what he owes. No matter how the debt was caused, by the English law the debtor could be thrown into prison, and kept there until the debt was paid. If the poor man had a family, his wife and children were thus left without support. Hundreds of men and women were kept in prison until their death, and were cruelly treated by their jailers, all on account of some small debt they were unable to pay.

The Cruel Treatment of a Poor Debtor Awakens the In-

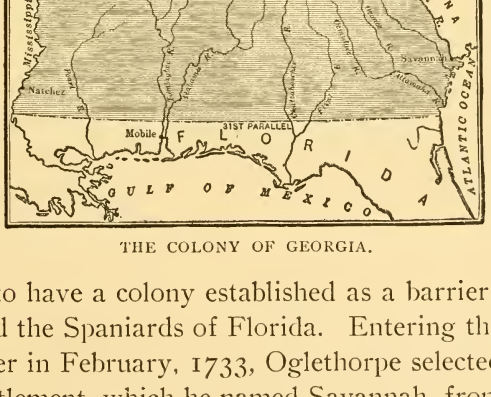
dignation of His Friend.—Among the wretched prisoners wearing away their lives in the debtors' jail was a Mr. Robert Castell, a scholar and writer who had once lived in a comfortable home with his wife and little children, but who unfortunately made debts he was unable to pay. Because Castell failed to give the keeper of the jail the "present" of money which was demanded of all the prisoners, the cruel jailer ordered him locked up in a house where smallpox raged. Poor Castell took the smallpox and died in a few days, charging the jailer with his death. It happened that Castell had a friend named James Oglethorpe, once a soldier, then a member of the English Parliament. When Oglethorpe heard of the cruel death of his friend he was filled with indignation. He began to examine the debtors' prisons, and found cruelties even more horrible than those from which his friend had suffered. He induced Parliament to pass laws to lessen the sufferings of the poor debtors. He formed a plan to release many of them from prison and to offer them homes in America.

OGLETHORPE.

Oglethorpe's Plan to Help the Debtors.—An association was formed, with Oglethorpe as president, to found a colony in America "in trust for the poor." Their motto was

a Latin phrase meaning, "Not for themselves, but for others." The king (George II) approved the plan of the "trustees," as they were called, and gave them the region between the Savannah River and the Spanish possessions in Florida. The name Georgia was given to the new colony in honor of the king.

Oglethorpe's Colony Founded.—Many kind-hearted persons in England subscribed money to secure the release of debtors, and to start them in their new homes. General Oglethorpe himself accompanied the first shipload of colonists. They stopped at Charleston for a few hours, and the governor of South Carolina made Oglethorpe a present of cattle, hogs, and rice. The Carolinians were well



THE COLONY OF GEORGIA.

pleased to have a colony established as a barrier between them and the Spaniards of Florida. Entering the Savannah River in February, 1733, Oglethorpe selected a place for a settlement, which he named Savannah, from the Indian name of the river.

Oglethorpe and Mary Musgrove.—Like William Penn, Oglethorpe was just in his dealings with the Indians, and

no colony had so little trouble with the savages as Georgia and Pennsylvania. Among the Indians who greeted Oglethorpe on his arrival was a woman named Mary Musgrove, whose mother was an Indian, and whose father was a white Canadian trader. Mary Musgrove spoke both the English and the Indian languages, so Oglethorpe employed her as his interpreter and paid her a good salary.

OGLETHORPE'S COUNCIL WITH THE INDIANS.

The Indian Chiefs Called Together.—Soon after his settlement was made Oglethorpe invited all the neighboring chiefs to a meeting, that he might make an agreement with them about land for his colonists. The Indians took their seats in a circle and rose in turn to speak. When it came to the turn of Tomochichi, chief of the tribe living

next to the white settlement, the old Indian bowed very low and said: "When your people came here I feared you would drive us away, for we were weak and wanted corn; but you let us keep our land, gave us food, and taught our children. The chief men of all our nation are here to thank you for us. We all love your people so well that with them we will live and die."

Tomochichi's Present.—Then Tomochichi handed Oglethorpe a buffalo skin painted on the inside with the head and feathers of an eagle. "Here is a little present," he said. "The whites are swift as the eagle, flying to the farthest parts of the earth over great seas. They are strong as the buffalo, for nothing can withstand them. The feathers of the eagle are soft, and signify love; the buffalo skin is warm, and signifies protection. Therefore we hope that you will love and protect our little families."

Agreement with the Indians.—At this meeting the Indians gave to the whites a large tract of land south of the Savannah River. Oglethorpe agreed not to let the white traders charge above a certain rate for their goods. The price of a white blanket, for example, should be one deerskin; of a blue blanket, five deerskins; of a gun, ten deerskins. General Oglethorpe then presented the chiefs with laced hats, coats, and shirts; to the warriors he gave guns, tobacco, and other presents; and all went away happy.

Tomochichi's Friendship for the Whites.—Like Powhatan in Virginia, Tomochichi was the firm friend of the whites. Once an Indian chief who thought he had been wronged by a white man declared he was going to kill all the English. Tomochichi tried to dissuade him from his purpose, and finally laid bare his breast before the angry

chief, crying out, "If you wish to kill anyone, kill me; for I am an Englishman!" He then proved to the chief that the story of the wrong done him was all a mistake, and thus saved the whites from an attack.

Tomochichi Visits England.—Tomochichi, with his wife, nephew, and several other Indians, accompanied his friend Oglethorpe to England. They were received with great honors. Tomochichi and his wife were dressed in scarlet and gold. The whole party were driven to the royal palace in the king's coaches, each coach drawn by six horses. Tomochichi was filled with wonder at the magnificent houses of London and the wealth and splendor on every side. On his return to Georgia he said: "The Great Spirit has given the English great wisdom, power, and riches so that they need nothing. To the Indians he has given great lands, but they need everything." He urged his people to allow the English to settle among them on such lands as they themselves did not need, so that the Indians might be supplied with plows, axes, and the many articles the English possessed.

Death of Tomochichi.—When Tomochichi was an old man a fever attacked him, and he lay dying on a blanket in his wigwam. Beside him sat his wife fanning him with a fan of feathers. His good friend Oglethorpe was there, too, doing what he could to make the old man comfortable. With his last words the old chief expressed his love for Oglethorpe, and advised his people to continue in their friendship for the English. He asked that his body might be buried among the English in the town of Savannah. His wish was carried out. General Oglethorpe, the officers of the town, and a great crowd of

whites and Indians attended the funeral. Guns were fired from the fort in honor of the good chief as his body was lowered into the grave.

Last Days of Oglethorpe.—Like his friend Tomochichi, General Oglethorpe lived to be nearly a hundred years old. Not only poor debtors, but persecuted Protestants, were invited to settle in his colony. Many came from Germany and from Scotland. The Spaniards of Florida claimed Georgia as part of their territory, and tried to drive out the English. But General Oglethorpe raised an army, drove back the Spaniards, and saved his colony. When Georgia was twenty-one years old the "trustees" gave up the rule of the colony to the king, and Oglethorpe returned to England. He never ceased to be the friend of the people of America. When Georgia and her sister colonies in later years were at war with the mother country, England, the command of an English army was offered to General Oglethorpe. But he refused to fight against the American colonists. He lived to see the Americans successful in the war, and Georgia and the other colonies independent States. General Oglethorpe spent a large part of his fortune bringing colonists from Europe and securing homes for them. Unlike William Penn and Lord Baltimore, he obtained no rich estates in the colony which he founded. A splendid example of unselfish work in helping the poor and oppressed is left to us by James Oglethorpe.

When was the youngest English colony founded? What was the old English law about debtors? Tell about the cruel treatment of the debtor Robert Castell. What effect did the death of Castell have upon his friend James Oglethorpe? What plan did Oglethorpe form to help the debtors? Tell about the founding of Oglethorpe's colony; about Mary Musgrove; about the meeting of Oglethorpe and the Indian chiefs; about Tomochichi's present. What bargain did Oglethorpe make with the Indians? Tell how Tomochichi proved his friendship for the whites. Tell about Tomochichi's visit to England; about the death of Tomochichi; about the last days of Oglethorpe.

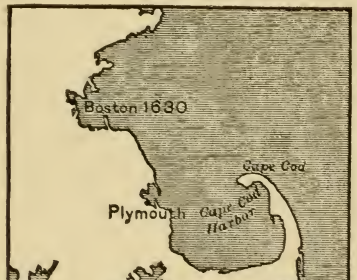
CHAPTER IV.

Massachusetts and Her Neighbors.

MYLES STANDISH—MASSACHUSETTS.

THE COMING OF THE PILGRIMS.

Captain John Smith Explores and Names New England.—After Captain John Smith left Virginia he was employed by the Plymouth Company of England to visit the northern coast of America. He went to catch whales or to find gold, or, if he failed in these, to get fish and furs. In the matter of fish and furs he was successful, and while engaged in collecting his cargo he explored the coast from Maine to Cape Cod. He made a map of the region, and named it New England. The Plymouth Company were so pleased with what the captain had done that they called him "Admiral of New England."



WHERE THE PILGRIM LANDED.

The Coming of the First New England Home Builders.—A few years after Admiral Smith's explorations of this region an English ship loaded with home seekers came in

sight of that part of the New England coast that thrusts out into the Atlantic the narrow, hook-shaped tongue of land now known as Cape Cod. No flower-decked fields, no balmy breezes of springtime, welcomed these newcomers. The bleak November winds that swept through the leafless trees and scattered the snow over barren sands sounded a cheerless greeting to the good ship *Mayflower,* and to the shivering people who thronged her deck. Unlike the first Virginia colonists, this company included women and children. After their long and stormy voyage the boys and girls must have been heartily tired of the ship, and no doubt they begged their parents to disembark at once. The leaders of the colony, however, wished to sail farther south, but the sailors who controlled the ship declared the weather was too stormy to proceed farther. So it was decided to select a place here for a settlement.

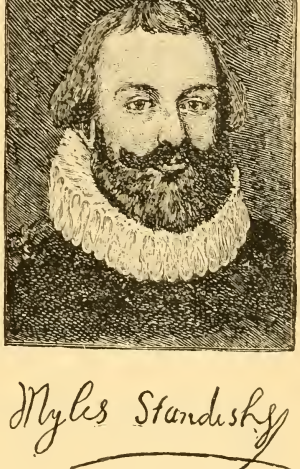
The Pilgrims of England, and Why Some of Them Went to Holland.—To understand who these colonists were, and why they came to America, you must know that they belonged to a class of people living in England three hundred years ago who did not believe in worshiping God in the same way that most of the English people did. They thought certain customs of the English churchmen were wrong, and that some of their beliefs were not according to the Bible. So these people—afterward called "Pilgrims" because of their wanderings—refused to attend the regular churches, and instead had meetings at their homes or at the homes of their ministers. They were fined and imprisoned for not attending church, but this only made them more determined than ever. The officers of the law broke up their public meetings, and they had to

assemble secretly. So much trouble did these Pilgrims have that at last some of them decided to leave their country and go across the North Sea to Holland, where people were allowed to worship God as they pleased.

They are Dissatisfied with Their Home in Holland.—When the king's officers learned of the intended departure of the Pilgrims they arrested those preparing to set out. Most of them managed to escape from England, however, and in the free land of Holland made new homes, and worshiped God in their own way. But there were several things that prevented them from being happy in Holland. They dearly loved their English language and their English customs, and it made them sad to see their children learning to use the language of their Dutch playmates more readily than their mother tongue, and when their girls grew up and married the young Hollanders, and when their boys joined the Dutch armies or became officers in the Dutch government, it seemed that even the memory of old England would be lost. The news of the success of the Jamestown settlement turned their thoughts to America. They determined to move once more, and to build a new England beyond the sea.

They Sail to America.—But, like Christopher Columbus, the Pilgrims were too poor to hire the ships that were necessary to carry them across the ocean. They wrote to their friends in England, and at last some rich English merchants were persuaded to lend them money for the voyage. With all the help they could get, however, they were able to hire only one ship, and that a small, leaky one. As this little ship could not carry all the Pil-

grims who wanted to go, they chose the youngest and strongest of their number, thinking that these could best endure the dangers and privations that lay before them. There was one soldier in the company, Captain Myles Standish, who had left his home in England years before to fight in the wars of Holland. He was not himself a member of the Pilgrim congregation, but the Pilgrims were his warm friends, and with something of John Smith's love of adventure he joined the little company bound for America. Sailing from Holland, the Pilgrims touched on the English coast, where a larger and stronger vessel, the *Mayflower,* was obtained, and the first ship was left behind. After a stormy voyage of several months they came in sight of the shores of Cape Cod.



Myles Standish

Captain Standish is Warmly Received by the Indians.—Captain Standish with a small party of men landed and began looking for a place to settle. They found paths in the forest, evidently made by the Indians, some baskets of corn buried in the ground, and a number of deserted huts, or wigwams. One day while Captain Standish's exploring party were preparing breakfast around their camp fire they were startled by a wild yell different from any

sound they had ever heard before, and at the same time a shower of arrows flew past them. The noise was the "war whoop" of a band of Indians, who with their bows and arrows were advancing from the woods to attack the Englishmen. Captain Standish and his men rushed to their boats, and seizing their guns, hastily fired. When the bullets from the white men's guns went whistling past their ears the Indians took to their heels.

Tell about Captain John Smith's exploration of New England. What part of the New England coast was seen by the first home seekers from Europe? Compare their landing to the landing of the first Jamestown colonists, noting the different season of the year, the different appearance of the country, and the difference in the colonists themselves. What decided them in selecting a place for landing? Who were the Pilgrims? Why did they go to Holland? Why were they dissatisfied with their Holland homes? What did they determine to do? How did they carry out their plan? Who was Myles Standish? Tell of the voyage of the Pilgrims from Holland to America; of Captain Standish's first encounter with the Indians.

FOUNDING OF THE PILGRIM-PURITAN COLONIES.

The First Homes Built.—After a month spent in exploring the coast the Pilgrims selected for their home a spot which Captain John Smith had called Plymouth, on the map which he had made of this region. Here were deserted grainfields, which saved them the trouble of clearing land for their crops. Here, too, was a stream of pure water and a harbor for ships. So they landed and began building their log cabins. Everybody worked. The boys helped by shoveling away the snow, and carrying the lighter timbers as their fathers cut them in the woods; while the girls helped their mothers cook and wash and mend the clothes. They had no glass to put in their windows, so they pasted oiled paper upon the window sashes. Although they could not see through these queer window

panes, yet the oiled paper let in some light and kept out the bitter cold air.

The First Winter.—You remember that in the Jamestown colony the hot summer brought fevers and deaths. To the people of the more northern colony of Plymouth the bitter cold of winter caused much suffering. The long voyage across the ocean in a crowded ship had weakened their health, to begin with. And their poor food and exposure to the cold brought on a kind of quick consumption, that caused the death of nearly half the settlers before the winter was over. Among the first to die was Rose Standish, wife of the brave captain. On a hill overlooking the sea Captain Standish and his friends buried their dead. Then the graves were leveled and the hill sown with wheat. This was done that the Indians might not know how many had died, and how few were left to guard the settlement. But in spite of their trials the brave Pilgrims did not give up. When the *Mayflower* sailed for England in the spring no one asked to be taken back.

Why there Was No Trouble with the Indians at First.—While Captain Standish and his men found many traces of the Indians in old paths, deserted wigwams, and fields, yet they were surprised to find that the Indians themselves had removed their homes from this region. A deadly plague, or disease, had broken out among them some years before, and had killed so many that the survivors fled in terror from the scene of so great sufferings. This was a fortunate thing for the settlers, as they were thus saved from conflicts with the Indians during the early years of their colony.

Some Friendly Indians—Samoset and Squanto.—One day an Indian appeared at Plymouth, and walking down the streets, called out, "Welcome, Englishmen!" None of the Pilgrims had ever heard an Indian talk before, and they were astonished to hear this man speak in the English language. They found that his name was Samoset, and that he had learned a few words from a party of Englishmen who had spent a short time fishing on the coast near by. Samoset took dinner with the settlers, and told them about the terrible sickness that had driven the Indians away from the Plymouth region. Other Indians then visited Plymouth, among them one named Squanto, who had once been taken a captive to Europe, and there had learned to speak English readily. Squanto taught the settlers many useful things. As they had never seen corn before, he showed them how to plant it in hills, placing a fish in each hill to enrich the soil, which was sandy and poor. He also taught them a way to catch fish and eels without hook or net.

Chief Massasoit.—The chief of the Indians of eastern Massachusetts was Massasoit. At the suggestion of Samoset the governor of the colony sent an invitation to this chief to visit the settlers. He came accompanied by his principal braves, and was met by Governor Bradford and Myles Standish with two soldiers playing upon the drum and fife. They all marched to the council chamber at Plymouth, where a great feast had been prepared for the Indians. A treaty was made in which the Indians agreed not to disturb the Plymouth people in the possession of the lands they occupied. As long as Massasoit lived this treaty was kept. Like Powhatan in Virginia, he was the

friend of the whites. When news came to Plymouth that Massasoit was ill Edward Winslow set out through the woods to visit and nurse him. The weather was hot, but he found the sick chief tossing on a dirty pallet in a close cabin crowded with Indians who had come to help their "medicine men" conjure away the evil spirits that had caused the sickness. Winslow put the crowd out of the room and opened the doors to let in fresh air. Then he gave the sick man a much-needed bath, and administered some simple medicines. For three days he nursed his patient, and at the end of that time the sick man was able to walk about. Massasoit and his whole tribe were grateful for this act of kindness, and in many ways showed their friendship for the Plymouth colonists.

Thanksgiving Day.—In the autumn, when the crops were gathered, the Pilgrims determined to show their thankfulness to God for his goodness to them by having a time of special thanksgiving. Some young men who had been sent hunting by Governor Bradford brought in a large number of wild turkeys, and their Indian friends furnished an abundance of venison. Other good things to eat were supplied by the wives and maidens of the colony. For several days services of praise at the meeting-house, or church, were followed by feasting and by trials of skill in shooting at a mark, in which both Indians and whites joined. This was the beginning of our custom of a yearly Thanksgiving Day.

Captain Standish Sends a Message and Gets Angry with His Friend.—Among those who came to Plymouth in the good ship *Mayflower* was a young woman named Priscilla Mullins. During the first dreadful winter nobody

worked harder nursing the sick and comforting the sorrowing than did this sweet Pilgrim maiden. Skillful with spinning wheel, needle, and thread, she was always busy trying to make others happy. To Captain Standish in his sadness and loneliness Priscilla seemed the loveliest maiden in Plymouth. He decided she was the one woman in the world who could take Rose Standish's place in his heart. But with all his bravery in war the captain was a coward when it came to facing the ladies. He was not afraid of a rifle ball, but he was afraid of a woman's laugh. So instead of proposing to Miss Priscilla himself he asked his young friend John Alden to go to the young lady and tell her that Captain Standish wished her to become his wife. Now, John Alden himself was in love with Priscilla. Yet he felt that he must be true to his friend. So he sorrowfully obeyed the captain's request. In the midst of his praises of the captain, however, the laughing Priscilla stopped her lover with the question, "Why don't you speak for yourself, John?" When the fiery captain learned how his messenger had failed he blazed up with anger. But afterward he found a wife to comfort his heart, and when John Alden and Priscilla were married he freely forgave them both.

Coming of the Puritans.—Not long after the Pilgrims had founded Plymouth another settlement was made on the coast a few miles farther north. The new settlement was formed by some Englishmen who came to America for the same reason that brought the Pilgrims—they wanted to worship God in their own way, undisturbed. In their religion they were much like the Pilgrims, except that they did not at first try to form a separate Church

from the Church of England, as the Pilgrims did. They wished to remain members of the Church of England, but they wanted some of its beliefs and practices changed —"purified," as they said. Hence the name "Puritans" was given them. When they found they could not get the changes they wished in the Church they began to think of coming to America, as the Pilgrims had done.

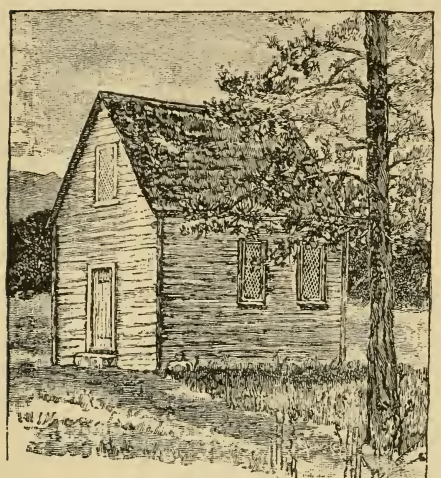
The Puritan Settlements.—The first settlement made by the Puritans was called Salem (a Bible word, meaning Peace). Soon afterward about a thousand Puritans, most of them from the town of Boston, England, came over under Governor Winthrop, and established another settlement, which they named Boston, after their old home. Boston grew rapidly, and soon became the capital of the Puritan colony. The colony itself was known as the "Massachusetts Bay Colony," the word "Massachusetts" being the Indian name for the "Blue Hills," near Boston. The Plymouth colony and the Massachusetts Bay colony were afterward joined in one, and called the colony of Massachusetts.

Where did the Pilgrims make their settlement? How did the boys and girls help? What kind of windows did their houses have? Tell of the sufferings of the settlers the first winter. What sorrow came to Captain Standish? How did the colonists conceal from the Indians the number of deaths? Why were there so few Indians in this region? Tell about Samoset; about Squanto; about the treaty with Massasoit; about Massasoit's sickness and cure. Tell about the first Thanksgiving Day. Who was Priscilla Mullins? Tell about Captain Standish's message to Priscilla. Who made a settlement near Plymouth? What was the difference between the Puritans and the Pilgrims? What settlements were made by the Puritans? Tell about the growth of Boston; about the union of the Pilgrim-Puritan colonies.

The Little Neighbor of Massachusetts—Rhode Island.

Strictness of the Puritans. Roger Williams.—The Puritans were so determined that their religion should not

be interfered with in their new home that they made the mistake of trying to make everybody who came to their colony think exactly as they did in religious matters. No churches except Puritan churches, or "meetinghouses," were permitted. People who stayed from public worship were fined, or sometimes put in a wooden cage. When Roger Williams, a Separatist minister, came to the colony, and began to preach that the rulers should not interfere with any man's religion, he was arrested and ordered to go back to England.



ROGER WILLIAMS'S CHURCH.

Roger Williams Establishes a New Colony.—Instead of getting on board the ship that was to take him back to England, Roger Williams ran off into the woods, and lived a while with some friendly Indians. Then he started a settlement, which he called "Providence," because of God's merciful providence toward him. He invited all people who thought themselves badly treated on account of their religion to come to his settlement, promising to let them believe whatever they preferred, and belong to any Church they wished, or not to join any Church if

they thought best. Many settlers from Massachusetts accepted his invitation, and came through the woods to join him. Roger Williams's colony was afterward known as Rhode Island, from the Dutch words for Red Island, an island with red soil not far from Providence.

Two Other Neighbors of Massachusetts—Connecticut and New Hampshire.

Other New England Colonies.—The Massachusetts colony and the Rhode Island colony were next-door neighbors, with a strip of woods separating them. Adjoining them two other colonies were formed, known as Connecticut and New Hampshire. This group of four colonies occupied the region named "New England" on Captain John Smith's map. The four colonies were known as the New England colonies.

King Philip's War.

Massasoit's Sons. Alexander's Death.—The Indian chief Massasoit, the friend of the whites, had two sons, to whom the settlers had given the English names Alexander and Philip. Alexander was the elder, and he became chief on the death of his father. The young chief was not as good a friend of the settlers as his old father had been. The governor of Plymouth colony, hearing that he was stirring up the Indians to make war upon the whites, had him arrested and brought to Plymouth. He was taken sick during his stay at Plymouth, and died soon after he reached home. His wife declared he had been poisoned by the whites. Many Indians believed the story, and it increased their dislike for the English.

Philip Becomes Chief.—On the death of his older brother, Alexander, Philip became chief. Philip was a shrewd and also a very proud man. He called himself King Philip, and often wore a bright red blanket over his shoulders and a sort of crown of wampum on his head. He hated the whites because he believed they had killed his brother, and because he saw that they were taking all the lands which had once belonged to his peo-

INDIAN ATTACK.

ple. He decided that if all the English could be killed or driven away it would be better for the Indians. He began to lay his plans to do this. Messengers were sent to all the Indian tribes of New England begging them to join in driving the whites away. Nearly all the chiefs agreed to join him, and soon a terrible war began.

A Bloody War.—The Indians did not fight openly in the fields, but stealthily and under cover of the trees. They

surrounded villages at night while the whites were asleep, and often killed men, women, and children. One Sunday while the people of Hadley, Massachusetts, were in church the words of the preacher were suddenly drowned by wild yells of savages on the outside. Seizing their guns, which were stacked near the door, the men of the congregation rushed out to meet the foe. Such a large number of Indians were swarming on every side, however, that the whites were about to be beaten. Suddenly an old man of tall form and with long gray beard appeared among them, and in a loud ringing voice ordered them to hold their ground and then to charge upon the redskins. Taking fresh courage, they obeyed the stranger's command, and soon put the Indians to flight, chasing them far into the woods. After the pursuit was over the gray-haired leader was nowhere to be found. Some declared he was an angel sent to save the people. But in truth it was Colonel Goffe, one of the judges who had sentenced King Charles I of England to death, and who was hiding in America, fearing to show himself even to his townspeople, lest some one should report his whereabouts to the English officers.

The War Ended.—Other towns were not so fortunate as Hadley. In many places the Indians overpowered the settlers, burned all the houses, and killed or made prisoners the men, women, and children. There was hardly a white family in all New England that did not lose some member. But the Indians suffered most. All the New England colonies joined in sending soldiers to fight the cruel savages. King Philip's warriors were beaten; nearly all the fighting men were killed, and he himself

was chased from one hiding place to another like a wild beast. His wife and little son were taken captive. Still he would not give up. One of his followers advised him to surrender. The suggestion so angered Philip that he killed the man with one blow of his tomahawk. A brother of the slain Indian, in revenge, led the whites to Philip's hiding place. When his enemies burst in upon him Philip, seeing there were too many for him to fight, started to flee. A bullet pierced his heart. His death ended the war. His wife and little boy were sold as slaves and sent to work in the far-away Bermuda Islands.

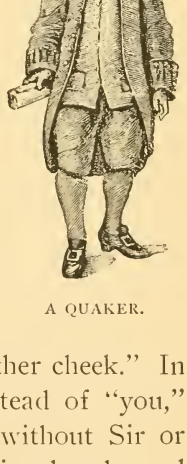
What mistake did the Puritan colonists make? Who was Roger Williams? Tell about his treatment by the rulers of the colony; about the founding of the colony of Rhode Island. What two other colonies were founded in the region of New England? Name the New England colonies. What were the names of the sons of Massasoit? What happened to the eldest? What charge was brought against the white settlers? What kind of man was Philip? How did he feel toward the settlers? What plan did he form? What was the Indian method of fighting? Tell about the fight at Hadley. What disasters happened to many white settlements? Tell of the defeat and death of Philip.

CHAPTER V.

Pennsylvania and Her Neighbors.

William Penn—Pennsylvania.

A College Student Joins the Quakers and Gets into Trouble.—Not long after Roger Williams founded the Rhode Island colony a boy was born in England who was destined, when he grew up, to be the founder of one of the largest and most important of the English colonies in America. The boy's mother was a Dutch lady, and his father was Admiral Penn, a noted sea-fighter. Young William Penn was sent to the best schools of England. When a young man at college he and other students used to attend the preaching of a denomination of Christians known as "Friends," or "Quakers." The Quakers believed in following the exact words of Christ's teachings. They would not say "I swear" even when the judge wished them to take an oath in court. They believed that a person should not strike back when struck, but should "turn the other cheek." In talking they said "thou" and "thee" instead of "you," and called everyone by his plain name, without Sir or Mr. or Mrs. They kept on their hats in church, and



A QUAKER.

would not take them off before anyone, even the king himself. Although Quakers were at that time often whipped and imprisoned, and some of them even put to death, Penn liked their teachings so well that he became a Quaker himself. Believing that the morning prayers at college were not conducted in the right way, he refused to attend them. He refused also to wear the gown in which students were required to dress, and with his friends he tore the gowns from some who wore them. Of course this was wrong, and he was expelled from school.

William Penn's Conduct Angers His Father.—Old Admiral Penn was very angry because of his son's conduct. He sent young William to France, hoping that travel would make him give up his newfangled notions. But the young man clung to his Quaker beliefs, and even wrote books to prove that the Quakers should not be disturbed because of their customs. He was thrown into prison; but he spent his time in jail writing more books in defense of the Quakers. Released from prison, he traveled in Holland, his mother's homeland, and in other countries of Europe, preaching Quaker doctrines. His father had become so angry with him because he would not promise to take off his hat to the king, the Duke of York, and himself that he ordered him to leave home and never to come back. But his mother wrote to her son and kept him supplied with money. After a while the old admiral, overcome by his wife's pleadings, and seeing it was no use to oppose his son's beliefs, permitted him to return home.

Penn's Woods.—On the death of Admiral Penn his son William inherited his fortune. King Charles II had bor-

rowed a large sum of money from Admiral Penn, which he had never repaid. Finding it impossible to protect his Quaker friends from persecution in England, William Penn now asked the king for a grant of land in America, in payment of his father's claim. He thus hoped to establish a home in the New World for the persecuted Quakers. The king agreed to pay the debt in this way, and a large tract of land west of the Delaware River was given to Penn (1681). On account of the great forests in this region Penn suggested the name Sylvania, the Latin for "woods;" but the king insisted on naming the grant Pennsylvania, or Penn's Woods, in honor of Admiral Penn. Pennsylvania lay about halfway between the Plymouth and the Jamestown settlements, and was larger than all of England.

The City of Brotherly Love.—Penn determined to establish what he called a "godly commonwealth," where people should be as free in matters of religion as they were in Holland. He crossed the ocean himself with his colonists, and laid out a city on the west bank of the Delaware (1683). He named the place Philadelphia, which means brotherly love. He had drawn a map of his proposed city before leaving England. The streets were to run north and south, and east and west. Those running north and south were named First Street, Second Street, and so on, while those running east and west were called after trees and fruits, as Pine, Walnut, Mulberry. The town grew very rapidly, and soon became the largest city in all the colonies. After the colonies became States Philadelphia was, for a time, the capital of the United States.

How Penn Obtained His Land.—We know that the king of England claimed all the land from Newfoundland to Florida, because John Cabot had sailed in an English ship along this coast before any other white man had seen it. The king granted portions of his American

PENN'S TREATY WITH THE INDIANS.

land to trading companies, and some he gave to favorite friends, or, as in the case of William Penn, he used it to pay debts. The white settlers who came to America obtained their titles to the land on which they built their homes from the trading companies, or from the proprietors to whom the king had given it. In most of the colonies the Indians were not supposed to have any rights to the land, although their fathers and grandfathers before

them had hunted upon it and they had always looked upon it as their own. When the Indians objected to the seizure of their land the colonists often took up arms and drove them far away to the west. William Penn, however, believed that the Indians had a right to the land upon which they lived, even if they did not fence it in and cultivate it. Although he had obtained his land from the king, yet he would not occupy it or allow his colonists to do so until they had bought it again from the Indians.

Penn's Treaty.—Soon after he reached his colony Penn sent word to the chiefs of all the neighboring Indian tribes to meet him. The meeting took place under a great elm tree near the banks of the Delaware River. Penn had no soldiers with him, and his few companions carried no guns or weapons of any kind. He told the red men he wanted to make a bargain with them for the purchase of their land, and to establish peace and friendship between his people and their people. "All between us," said Penn, "shall be openness and love. The friendship between you and me I will not compare to a chain, for that the rain might rust or a falling tree might break. We are the same as if one man's body were divided into two parts; we are all one flesh and blood!" Then Penn gave the chiefs presents, and they presented him with a belt of "wampum," consisting of long strings of white shells with three slanting bands of black, and with two figures worked in the center—one a bare-headed Indian, the other a white man with a hat on, who are clasping hands in token of friendship. The Indians were so pleased with Penn's fairness and kindness that

they said, "We will live in love with William Penn and his children as long as the sun and moon shall shine." As a sign of friendship they brought out the "pipe of peace," a tobacco pipe with a long stem, ornamented with feathers, and, lighting it, solemnly passed it around the circle, white man and red man each taking a few whiffs. The Indians kept their promise of peace, and it is said that no Quaker was ever killed by an Indian. The great elm under which the treaty was made stood for more than a hundred years, and was finally blown down. In one of the streets of the city of Philadelphia a monument now stands marking the spot where the old tree once stood.

Growth of the Colony.—William Penn was a wise ruler. He declared that every citizen should worship God as he thought right. His laws gave equal protection to Indians and white men. He believed that even bad men should not be imprisoned in cold, dark, dirty jails, like most of the jails in England at that time. He established in Pennsylvania workhouses where criminals were put to work, because he believed idleness made bad men worse. His kind and just government attracted many people to his colony. Besides English Quakers, large numbers of immigrants came from Germany, Holland, Sweden, and Switzerland. Germantown, near Philadelphia, was settled by Germans, as the name shows. In later years many came from Scotland and Ireland. No other colony was settled by people from so many different nations, but in no colony were the citizens more peaceable, contented, and prosperous.

Last Days of Penn.—After remaining two years in his colony Penn returned to England. James II, who be-

came king about this time, was a warm friend of Penn, and this friendship enabled Penn to secure protection for the suffering Quakers in England. But most of the English people did not like King James, and they drove him from the throne. Afterward Penn was several times arrested on the charge of trying to bring back the banished king. Nothing could be proved against him, however, and he was released. With his wife and daughters he again visited his American colony, but hastened back to England when he heard the government was planning to take away his rights as proprietor of Pennsylvania. In the last years of his life he was stricken with paralysis, and was scarcely able to move. After his death his children became proprietors of his colony. On the tower of the great city hall of Philadelphia to-day is an immense statue of William Penn, reminding all who see it of one of the noblest men in the early history of our country.

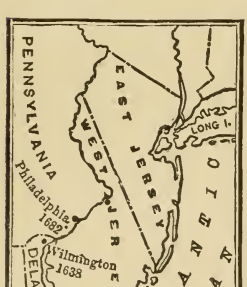
When and where was William Penn born? Who were his parents? Who were the Quakers? Tell about William Penn's life at school. For what was he expelled? How did his father try to cure him of his Quaker beliefs? What was done to Penn by the king's officers? What effect did this have upon him? What promise did young Penn refuse to make? Tell about his father's anger; about his mother's course toward him. For what purpose did he wish to obtain a grant of land in America? How did he obtain this grant? Where was his land situated? What can you say of the size of his grant? of the name given it? What sort of government did Penn wish to establish? Tell about the city that Penn founded. From whom did the white settlers generally get their land? What about the Indians' rights to the land? How did Penn act in the matter of getting land for his colonists? Tell about Penn's treaty with the Indians. What can you say about Penn's rule of his colony? of the growth of Pennsylvania? Tell about the friendship of King James for Penn; about Penn's last days; about the monument to his memory. What can you admire about Penn?

Pennsylvania's Little Neighbor—Delaware.

Delaware.—When Penn first came to America he found a settlement of Swedes on the Delaware River at what is

now Wilmington, in the State of Delaware. These settlers readily agreed to become a part of his colony, Penn having obtained a grant to this region in addition to the land the king had first given him. For about twenty years this part of Pennsylvania was called the "Three Lower Counties on the Delaware." When Delaware became an independent State she adopted a blue flag with white stars. Some one said that this flag looked like "a speckled blue hen." To-day the people of Delaware are sometimes called the "Blue Hen's Chickens." Delaware and Rhode Island were the smallest colonies, and they are to-day our smallest States.

Pennsylvania's Twin Neighbors—The Jerseys.



COLONIES ON THE DELAWARE RIVER.

East of the Delaware.—The same King Charles who granted the land west of the Delaware River to William Penn had some years before given the region east of the Delaware to his own brother, the Duke of York. The duke gave it to two of his friends, one of whom was governor of an island in the English Channel called Jersey Island, the home of Jersey cows. In compliment to his governor friend the duke named the territory New Jersey. The two proprietors divided their colony into two parts, one called East Jersey, and one West Jersey. Among the settlers were many Swedes and Dutchmen, besides many Eng-

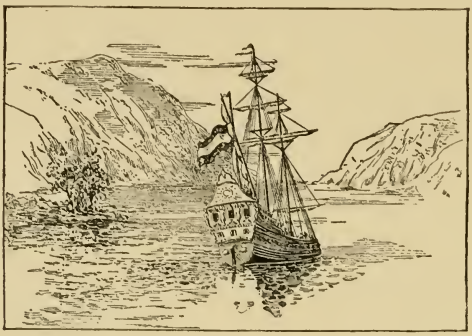
lish Quakers. William Penn and some wealthy friends bought West Jersey, and afterward East Jersey, from the proprietors. But the governor of the adjoining colony of New York claimed the Jerseys as part of his colony, and there was so much controversy that finally Penn and his friends gave up their Jersey colonies to the king. The twin Jerseys were then united into one colony, called New Jersey.

Pennsylvania's Dutch Neighbor—New York.

Some Things We Owe to the Dutch.—We should not forget how much the people of the little country of Holland did for our forefathers. The first settlers of New England found a refuge in Holland when driven from their own land, and from Holland they sailed to America. The mother of the owner of Pennsylvania was a Dutch lady, whose careful training of her son strengthened those noble traits that made him the successful founder of a great colony. In the wars which the Dutch fought to save their land from foreign oppressors many soldiers from England helped them. Among these English soldiers were Walter Raleigh, John Smith, Myles Standish, and others who in Holland learned much that was useful to them in establishing American colonies. In Pennsylvania and the two adjoining colonies of Delaware and New Jersey many of the first settlers were Dutch. There was one colony, however, which was truly a Dutch colony, for it was discovered, settled, and for many years ruled by the Dutch. This was Pennsylvania's northern neighbor, now known as the State of New York.

The First Dutch Ship Visits America.—Henry Hudson

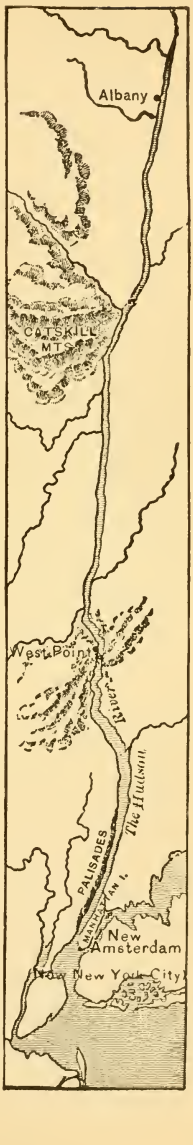
was an English captain, and a friend of John Smith. In the same year that John Smith sailed to Virginia, Captain Hudson was sent by an English trading company in a small ship to find a way to India by sailing northeast—that is, north of Europe and Asia. He was stopped by the ice and had to return. The "East India Company"



THE HALF-MOON ON THE HUDSON RIVER.

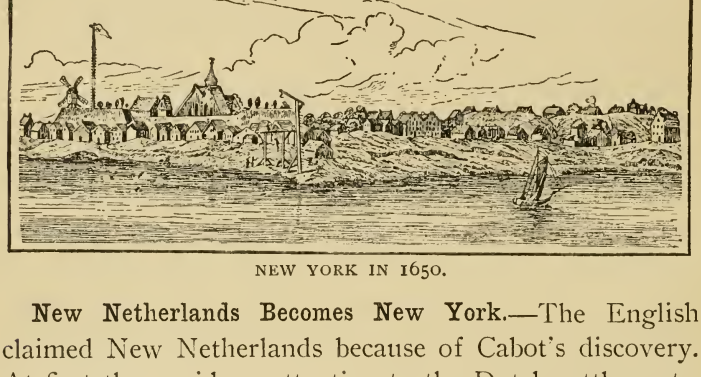
of Holland was also anxious to find a short water route to India, and they employed Captain Hudson to sail for them in the same direction as he had sailed before. Again he was stopped by the ice. Now, Captain John Smith had written from Virginia to his friend Hudson that he had heard of a strait somewhere north of Virginia by which a ship might sail through to India. Remembering this letter, Captain Hudson turned his ship westward and sailed for America. In the month of September, two years after Jamestown had been founded, Hudson's Dutch ship, the *Half-Moon*, entered what is now New York Bay. Sailing onward, the captain came to what seemed a great arm of the sea stretching up into the land.

He now hoped he had at last discovered the way to India. But, continuing his course, he found that the supposed "strait" was a great river, which became narrower and shallower until his ship could go no farther. Seeing no prospect of reaching India, he turned back toward Holland. The majestic river he had discovered was called the Hudson River in his honor.



The Dutch Colony Founded.—The Dutch at once claimed the country on both banks of the Hudson River, and sent out men to establish trading posts. These trading posts were combinations of forts for holding the country and stores at which hatchets, blankets, beads, and trinkets were sold to the Indians in trade for skins of animals. Later, settlements were made, the most important of which was on an island at the mouth of the Hudson, where the city of New York now stands. This settlement was called New Amsterdam, after one of the chief cities of Holland. One name for Holland is "the Netherlands" (which means "low lands"). So the Dutch named their American colony New Netherlands, in memory of their old home. Like the Quakers of Pennsylvania, they bought their lands

from the Indians and lived peaceably with them. The entire island of Manhattan, on which New York now stands, was purchased for trinkets worth about twenty-four dollars, or at the rate of about a thousand acres for a dollar. Now it would take many thousand dollars to buy one acre of this same land.



NEW YORK IN 1650.

New Netherlands Becomes New York.—The English claimed New Netherlands because of Cabot's discovery. At first they paid no attention to the Dutch settlements, but fifty years after New Amsterdam was founded an English fleet appeared in the harbor and sent a message to Peter Stuyvesant, the Dutch governor, demanding the surrender of the city and colony. The governor became very angry. He stamped around on his wooden leg and swore he would never surrender. But his Dutch subjects were not very fond of his rule. They thought they would like a change to the English, so they made the old governor surrender. The English changed both names, New Netherlands and New Amsterdam, to New York, in honor of the king's brother, the Duke of York, to whom the king had given all the Dutch possessions in America.

Growth of the Colony.—For a long time the growth of the colony was slow. It was after the colonies had become States before the city of New York had as many people

SCENE IN NEW YORK IN 1900.

as Philadelphia, or the State of New York had as many people as Virginia. Now New York State is ahead of all the other States in population, and New York city is the largest city in our country.

Whom did Penn find already settled on part of his land when he first came to America? Where? What was this part of Pennsylvania called? Tell about the "Blue Hen's Chickens." To whom was the land east of the Delaware granted? Explain the name "New Jersey." Why were there two Jerseys? By whom were the Jerseys bought? To whom were they finally given? What change was then made? Tell some things we owe to the people of Holland. What colony was founded by the Dutch? Tell about the voyages Captain Henry Hudson made toward the northeast; about Hudson's discovery of a great river. What did the Dutch claim? Tell about the Dutch trading posts. Where was the most important Dutch settlement? What name was given it? Explain the name the Dutch gave their colony. Tell about their purchase of Manhattan Island. What nation disputed the claim of the Dutch to New Netherlands? What was the basis of the English claim? Tell about the conquest of the Dutch colony by Englishmen; of the change in names; of the growth of New York.

CHAPTER VI.

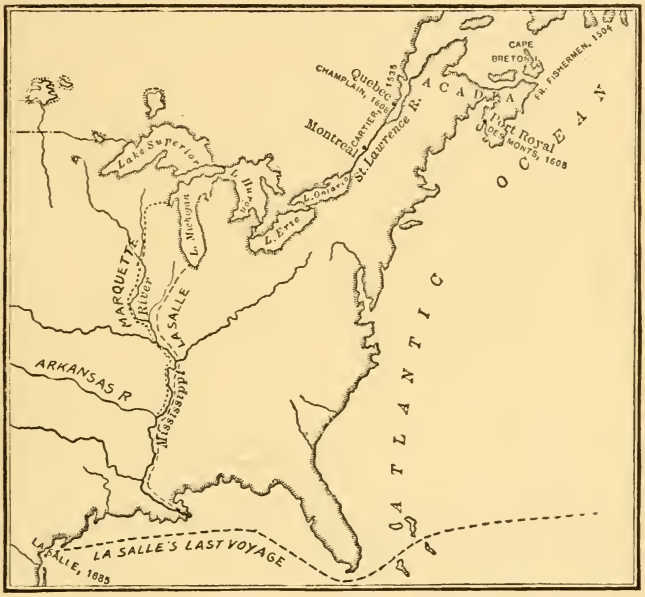
The Rise of New France.

Cartier, the Explorer.

French Explorers in the North and West.—While Englishmen were busy clearing the forests and building homes along the Atlantic coast of North America bold pioneers of France were following the waterways and exploring the wilderness north and west of the English colonies. The Frenchmen established trading posts and formed settlements in the region they explored, named it New France, and claimed it for their king. The three men foremost in acquiring this great domain for France were Jacques Cartier, Samuel Champlain, and Robert Cavalier de la Salle.

Cartier Discovers the St. Lawrence River.—Nearly fifty years after Columbus's discovery, and fifty years before Raleigh sent his first ship to America, Jacques Cartier, sailing from France, reached the coast of Newfoundland. Passing through the Gulf of St. Lawrence, he ascended the St. Lawrence River a short distance. To his disappointment he found no green fields and fertile valleys, but only a rocky, dismal land. Nevertheless, his men disembarked from their ship, made a huge cross of cedar, and left it standing in the ground as a sign that they claimed the whole region for France.

Cartier Carries off Two Indian Boys.—Indians gathered around the white-skinned strangers, eagerly watching every movement, and listening intently to their queer-sounding speech. Cartier gave them presents of strings of glass beads and strips of bright calico. Two Indian



EXPLORATIONS OF LA SALLE AND MARQUETTE.

boys were induced to visit the ships, and when they were safe on board the cruel Frenchmen sailed away, taking the lads with them to France. The young Indians had never before seen a larger vessel than their bark canoes, and probably had never before sailed out of sight of land. Now as the land faded from sight behind them, and as day after day nothing could be seen but the boundless

ocean, we may be sure they became homesick for the woods and rocky streams of their wild western home. They were treated with all kindness, however, by their captors. On reaching France they were taken to the city of Paris and were presented to the king. The splendid palaces and churches of the city, the silk and velvet robes of the king and his attendants, the miles of grain fields and vineyards, all filled the boys with wonder.

Cartier's Second Visit to America.—As soon as winter was over Cartier started on a second voyage to explore the waters of the St. Lawrence and to establish a settlement. The two Indian boys—the happiest people on his ship—accompanied him, eager to see their friends again and to tell of the wonderful things they had seen. Again ascending the river, Cartier reached the towering cliffs where now stands the city of Quebec. Here he found a cluster of wigwams, the capital city of the Indian chief Donnacona. The chief received the Frenchmen kindly, thanking them for their kindness to his young countrymen. After a short stay with Chief Donnacona, Cartier and his men pushed up the river to visit the Indian village of Hochelaga, of which they had heard.

Visit to the Village of Hochelaga.—As Cartier's ships approached the village of Hochelaga troops of Indians thronged the river's bank, dancing and singing with delight, and throwing gifts of fish and grain into the white men's boats. The Frenchmen landed, and were conducted to the village. Here they received a formal welcome, after which they presented gifts of hatchets and knives to the men and beads to the women. To the Indian children they threw handfuls of pewter rings and images.

causing a wild scramble and shouts of laughter. Cartier named the mountain overlooking the village Mount Royal, or Montreal. To-day the great cities of Montreal and Quebec stand where once stood the two Indian villages visited by Cartier.

Cartier's Settlements Failures.—Cartier's party spent the winter near the present site of Quebec. But what with cold weather and disease they were glad enough to set sail for France as soon as spring released their ships from the ice. Cartier, undaunted, made a third voyage to America. His attempted settlement again proved a failure, and he bade farewell to New France forever. Wars broke out in France between the Protestants and the Roman Catholics, and it was more than fifty years before another attempt was made by Cartier's countrymen to occupy New France.

What were French pioneers doing while Englishmen were making settlements along the Atlantic coast? Name the leading French pioneers. When did Cartier sail to America? Tell about his explorations; about his landing. Tell about Cartier's first meeting with the Indians; about the visit of the Indian boys to France; about Cartier's second voyage. Where did he disembark? Tell about his visit to Hochelaga. What cities have since been built at places visited by Cartier? How long did Cartier's settlers remain in America? What caused the failure of his settlement? What delayed further attempts at settlement by the French?

Champlain, the Father of New France.

Slow Progress of Sixty Years.—Sixty years have passed since Jacques Cartier, sailing homeward, looked for the last time at the rocky shores of Newfoundland. Meantime Sir Walter Raleigh has been spending a fortune in vain efforts to establish his English colony of Virginia. yet, however, neither Englishmen nor Frenchmen have succeeded in making a lasting settlement. From the Gulf

of Mexico to the Arctic Ocean the only white men are a little group of Spaniards who had made a settlement at St. Augustine, Florida.

The French Make Another Effort to Form a Settlement.—One spring day in the year 1604 two French ships approached the eastern coast of Nova Scotia. The leader of the expedition was Sieur de Monts, a French nobleman; closely associated with him was Samuel Champlain, a bold explorer, who had visited America several times before, and who during the rest of his life was to be the foremost man in the history of New France. The purpose of the expedition was to establish a settlement somewhere in the region Cartier had claimed for France.

CHAMPLAIN.

Champlain's Previous Voyages.—As Champlain knew the country better than his companions he was a very important member of the company. During his first voyage to America, while in the service of Spain, he had visited the West India Islands, Mexico, and the Isthmus of Panama. On this voyage the idea of a ship canal across the isthmus suggested itself to his mind, as a means "by which the voyage to the South Sea (Pacific Ocean) would be shortened more than fifteen hundred leagues." (Three hundred years later, in our own day, Champlain's idea is about to be carried out by the United States government.) In a second voyage to America, Champlain as-

cended the St. Lawrence River beyond the highest point reached by Cartier, turning back when the rapids stopped the progress of his boat. De Monts's proposed expedition to found a colony attracted the adventurous Champlain to a third voyage to the Western world.

The Settlement in Nova Scotia.—After sailing around the southern extremity of Nova Scotia and along the coast of Maine in search of a good place for a settlement, the Frenchmen finally chose a beautiful harbor on the peninsula of Nova Scotia. Here they landed and made a settlement, which they named Port Royal. This was the first permanent French settlement in America, and was made in 1605—just two years before the first English settlement at Jamestown.

Quebec Founded.—Champlain went back to France, then returned to America. He hoped to establish a settlement on the St. Lawrence River, and to explore the great river to its source, believing that he would in this way find a western route to China. At the foot of a towering cliff where Jacques Cartier seventy years before had found a flourishing Indian village Champlain landed and built a fort—the beginning of the city of Quebec (1608), a city which for more than a hundred years was to be the capital of New France.

Champlain Joins an Indian War Party.—While at his fort on the St. Lawrence, Champlain was begged by some of the Indian tribes of Canada to join them in an expedition against the Iroquois, who lived in what is now known as New York State. Desiring to explore the country of the Iroquois, Champlain joined the war party, and all embarked in their canoes on the River Sorel, and began

L. of C.

their journey southward. At last they reached the beautiful lake now known as Lake Champlain, named from its discoverer. The dreaded Iroquois were encountered on the shores of the lake. A fight took place in which Champlain's gun so frightened the enemy that they ran at his second fire. The victorious Indians returned to their northern homes in triumph, and on parting with Champlain invited him to visit their towns, and aid them again in their wars.

Other Explorations of Champlain.—Several times afterward Champlain joined expeditions of his Indian friends against the hated Iroquois. On one of these expeditions he discovered Lake Huron and Lake Ontario. Again visiting France, he brought back to Quebec his beautiful young wife. Madame Champlain remained four years in Canada, spending most of her time in trying to Christianize the Indian women, and in teaching the catechism of the Church to the Indian children. At last, after thirty years spent in the toilsome and dangerous work of exploring the forests and waters of New France, Champlain, now an old man of sixty-eight, lay on his deathbed in the fort at Quebec. On Christmas Day, 1635, the father of New France breathed his last. But as long as the mountains look down upon the beautiful lake that he discovered the name of Samuel Champlain will be remembered.

What was done toward founding settlements in America in the sixty years that followed Cartier's last voyage? Who were the leaders of the next attempt to form a French settlement? Tell about Champlain's previous voyages. When and where did De Monts and Champlain make their settlement? Why is the Port Royal settlement important to remember? Tell about the founding of Quebec; the discovery of Lake Champlain. What other lakes did Champlain discover? Tell about the visit of Champlain's wife to America; about the death of Champlain.

La Salle, the Founder of Louisiana.

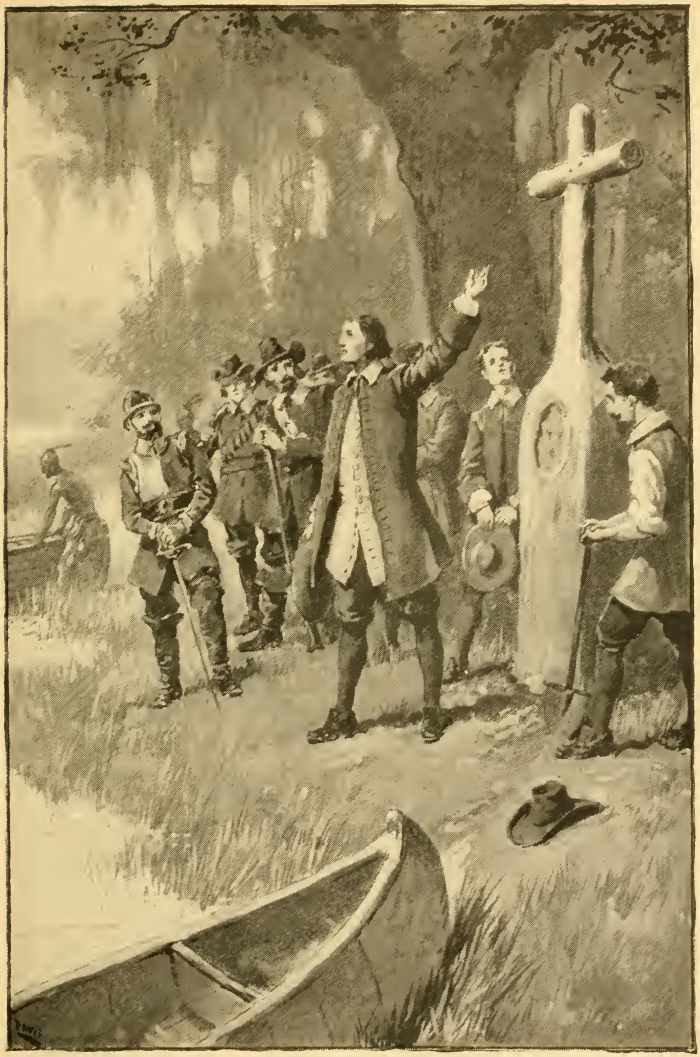
Young La Salle Arrives in Canada.—Thirty years after the body of Champlain was buried in the frozen soil at Quebec, Robert Cavalier de la Salle, a young Frenchman twenty-three years old, came to Canada and established a trading post a few miles above Montreal. Several years later he moved to the northern shore of Lake Ontario, where he built a fort called Fort Frontenac, from the French governor of Canada. As commander of Fort Frontenac, La Salle ruled with iron firmness his little empire, including soldiers, traders, missionaries, adventurers, and Indians. Although fast growing rich from the profits of his fur trade, he was not contented. He longed to explore the western watercourses, to find a passage to India, and to plant the banner of France still further out in the unknown wilderness.

LA SALLE.

La Salle Hears of Father Marquette's Discoveries.—While La Salle was still at Fort Frontenac news of the discoveries of Father Marquette came to his ears. Father Marquette was a French missionary, who with a few companions pushed his way along the Great Lakes in search of a

great river of which the Indians had told him. From Green Bay, in the western part of Lake Michigan, Father Marquette's party ascended the Fox River to its source. Then, following an Indian guide and carrying their canoes, they traveled through the woods to the Wisconsin River. Floating down the Wisconsin, to their joy they at last came to the great river they so much wished to see. They traveled hundreds of miles down the broad Mississippi, passing the mouths of the Missouri and the Ohio. When they had gone as far as the mouth of the Arkansas, fearing hostile Indians, they turned back, and reached Lake Michigan by the way of the Illinois River. Worn out by the hardships of his long journey, Father Marquette died on the shores of Lake Michigan, where the town of Marquette now stands. (See map, page 95.)

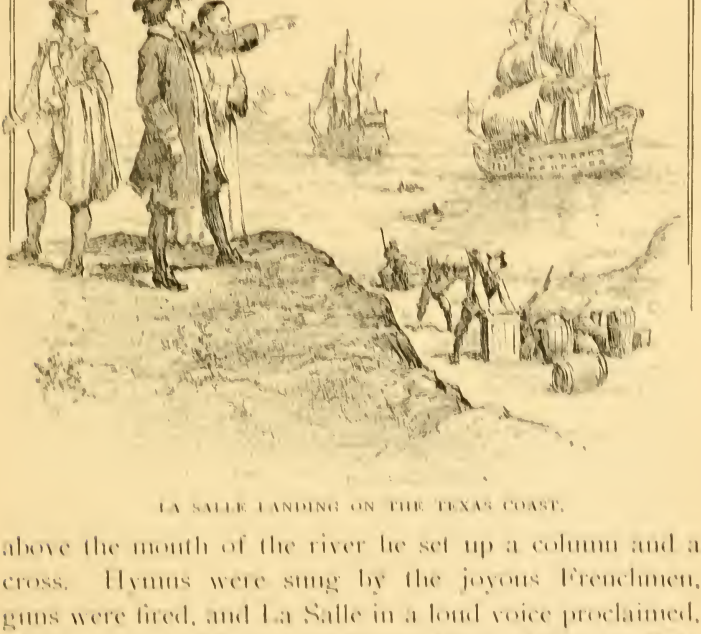
La Salle Sails Down the Mississippi to Its Mouth.—La Salle now resolved to complete the work of Father Marquette, and to follow the unknown Mississippi to its mouth. With a party of Frenchmen and Indians he sailed through Lakes Ontario and Huron, and arrived at the southern shore of Lake Michigan. In his efforts to pass from Lake Michigan to the Mississippi he met with disasters that would have conquered a less heroic spirit. His ship of supplies from Canada failed to arrive, and he traveled back on foot a thousand miles through the icy woods to learn the cause of the delay. He returned to his task of finding a way to the Mississippi. At one time his little company was almost starved when they came upon a buffalo stuck fast in the mud. They killed him and soon had plenty of buffalo meat to eat. At last La Salle ascended the Chicago River, and traversed the few miles



LA SALLE CLAIMING LOUISIANA FOR FRANCE.

of wilderness between that stream and the Illinois. Then he embarked on the Illinois, and floated down to the Mississippi. He continued his journey down the great Father of Waters till he reached its mouth (in April, 1682).

The Mississippi Valley Claimed for France.—La Salle named the country at the mouth of the Mississippi, Louisiana, in honor of King Louis of France. A short distance



LA SALLE LANDING ON THE TEXAS COAST.

above the mouth of the river he set up a column and a cross. Hymns were sung by the joyous Frenchmen, guns were fired, and La Salle in a loud voice proclaimed, "In the name of Louis the Great, King of France, I do take possession of this country of Louisiana, the seas, harbors, forts, bays, straits, and all the natives, peoples, cities, towns, mines, fisheries, streams, and rivers along the Mississippi and the rivers which discharge into it."

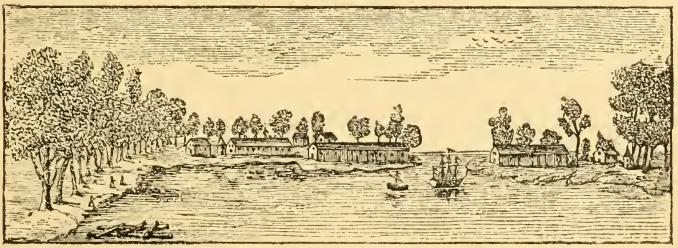
La Salle Attempts to Plant a Colony at the Mouth of the Mississippi.—La Salle and his party were the first white men to travel from the upper part of the great river to its mouth. Turning their boats up the stream, they made their way back to Canada. La Salle then returned to France and reported his discoveries to the king. King Louis was so well pleased that he gave the bold explorer four ships and plentiful supplies to found a colony at the mouth of the Mississippi. The expedition sailed by the way of Florida and the Gulf of Mexico. They missed the mouth of the Mississippi, however, and, going too far west, landed on the shores of Texas at Matagorda Bay (1685).

Death of La Salle.—La Salle built a fort on the Texas coast. Leaving part of his company at the fort, he set out with a few companions on the long overland journey to Canada to get help. La Salle was hated by some of his followers on account of his stern rule. When the party had passed the Trinity River these discontented men quarreled with the nephew of La Salle and killed him. Then, to save themselves, they resolved to kill their leader. A shot from a traitor hiding in the tall grass pierced the heart of the heroic La Salle. In the forests of eastern Texas a faithful priest buried the body of the iron-hearted Frenchman who had done more than any other to extend the limits of French dominion in the West.

La Salle's Plan Carried Out. French Territory in America.—Thirty years after the death of La Salle his plan for a French settlement at the mouth of the Mississippi was carried out, and the city of New Orleans was founded. From the time when Jacques Cartier set up his

wooden cross on the bank of the St. Lawrence until La Salle raised his column at the mouth of the Mississippi was a period of nearly a hundred and fifty years. From the founding of the first French settlement at Port Royal, near the mouth of the St. Lawrence, in 1605, to the founding of New Orleans, near the mouth of the Mississippi, in 1718, a little over a hundred years had passed. A line of forts stretching in the shape of a great bow now extended along the St. Lawrence, the Great Lakes, and the Mississippi from one end of this territory to the other.

Who was La Salle? What did he do on his arrival in America? Where did he afterward build a fort? Tell about his rule of Fort Frontenac. What did La Salle hope to do? Tell about Father Marquette's explorations; the effect of the news upon La Salle. Tell about La Salle's great exploration; about the claim he made for France; the name he gave the country. Where did La Salle then go? Tell about his next expedition; about his death. When was his plan of settlement carried out? How many years from Cartier to La Salle? from the founding of Port Royal to the founding of New Orleans? What was the shape of the French territory?



NEW ORLEANS IN 1730.

CHAPTER VII.

Pictures of Life in the Colonies.

General View of the Colonies.

Three Hundred Years Ago.—If some fairy by waving a magic wand could show us our country as it appeared about three hundred years ago what changes would she have to make! All of our towns and cities, railroads, telegraphs, wagon roads, bridges, churches, schools, farmhouses, fields of cotton and of grain would disappear. In their stead would be one great stretch of forest and prairie, inhabited by wandering Indians and wild animals. For, you must remember, it was about three hundred years ago that Jamestown was founded. The only white settlers then in all of North America besides the little group of Englishmen on the banks of the James River, in Virginia, were a few Spaniards at the town of St. Augustine, in Florida, other Spaniards at scattered settlements in Mexico, and some Frenchmen just arrived at the mouth of the St. Lawrence. No one knew how far westward from the Atlantic coast the North American continent extended. Many believed that some strait or water passage could be found connecting the Atlantic with the Pacific.

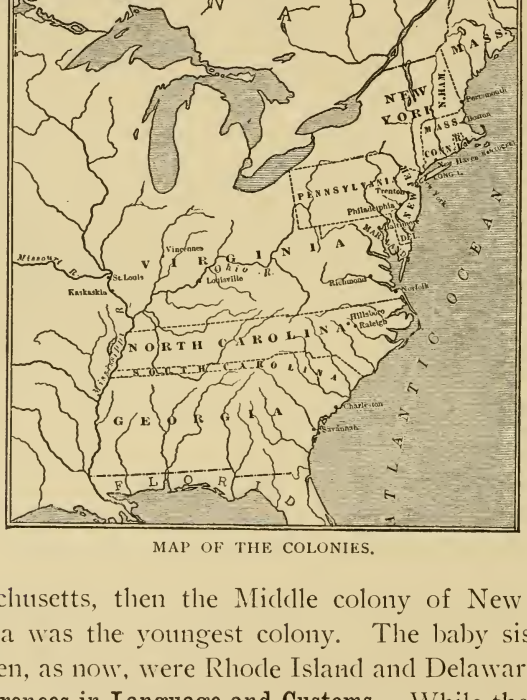
One Hundred and Fifty Years Ago.—Let us suppose our fairy by another wave of her magic wand could carry us forward to a time halfway between the founding of James-

town and the present day. One hundred and fifty years have passed since our first picture. During this time many changes have taken place. Of the three nations who first sent colonists to this country, one, the Spanish, has not extended its settlements, but is still confined to Florida and Mexico. The French have pushed up the St. Lawrence River, through the Great Lakes, and down the Mississippi to its mouth, founding few settlements, but establishing many forts and trading posts, making friends with the Indians, and claiming the country for their king. But the people who have increased most in numbers and have taken the firmest hold upon America are the English. Instead of one struggling settlement on the banks of the James, there are now thirteen English colonies, bordering the Atlantic coast from New Hampshire to Georgia. These thirteen English colonies were the beginning of our great and powerful country, the United States. We shall now study something of the manners and customs of the settlers, and try to find out what sort of people our colonial forefathers were in their everyday life.

The English Colonies.—The thirteen English colonies have been studied by you in three groups: (1) The Southern colonies, including Virginia and her neighbors, Maryland, North and South Carolina, and Georgia; (2) the Northern, or New England, colonies, including Massachusetts and her neighbors, Connecticut, Rhode Island, and New Hampshire; (3) the Middle colonies, including Pennsylvania and her neighbors, New York, New Jersey, and Delaware.

These colonies lay along the Atlantic coast from Massachusetts (which then included the present State of

Maine) on the north to Georgia on the south. The Alleghany Mountains marked the western limit of the white settlements, although the whole region as far west as the Mississippi River was claimed by several colonies. The oldest colony, and also the largest, was Virginia. Next in age to Virginia came the New England colony of



MAP OF THE COLONIES.

Massachusetts, then the Middle colony of New York; Georgia was the youngest colony. The baby sisters in size then, as now, were Rhode Island and Delaware.

Differences in Language and Customs.—While the people of the thirteen colonies were chiefly English, yet there were among them many settlers from other nations. In New York the Dutch were numerous; in New Jersey and

Delaware, Swedes; in Pennsylvania and Georgia, Germans; in South Carolina, French. These people gradually learned the English language, and in time all became Americans. Yet for a long while they kept up many of the customs of their old homes, and thus caused differences between the colonies.

Difference in Religion.—In those days religious belief made a much greater difference between people than it does now. We have seen that the English colonists were not all of the same religion. In New England most of the people were Puritans, or Separatists; in the Southern colonies members of the Church of England, or Episcopal Church, were numerous. Pennsylvania was the home of Quakers, and Maryland of Roman Catholics. While Roger Williams in Rhode Island, Lord Baltimore in Maryland, and William Penn in Pennsylvania tried to provide fair treatment for those of different religious views, yet in most of the colonies those denominations not in power were oppressed by harsh laws. Thus the religious beliefs of the settlers caused the colonies to differ.

Difference in Occupations.—The people of the Southern colonies were chiefly farmers. Most of the farms covered hundreds of acres, and these large farms were called plantations. The chief crops were tobacco (in Maryland, Virginia and North Carolina) and rice and indigo (in South Carolina and Georgia). Very little cotton was then raised. There were few towns in the Southern colonies. The homes of the planters were on the banks of deep rivers, so that when cloth, tools, and such things as the colonists themselves could not make were needed,

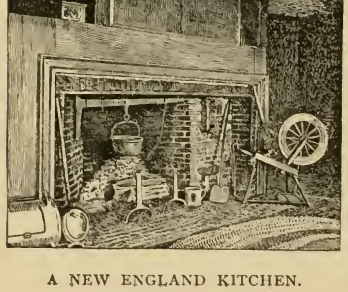
these goods could be bought from English ships that landed almost at their doors. For this reason there were scarcely any stores in the South. In the New England colonies the soil was not rich as in the South, and farming did not pay. Small patches of ground were cultivated, but the people made their living chiefly by fishing and trading. So there were many towns and villages and no large plantations. In the Middle colonies, as in the South, farming was a favorite occupation. Wheat, oats, and rye were the usual crops.

Tell something about the appearance of our country when Jamestown was founded, three hundred years ago. What changes had taken place one hundred and fifty years later—half-way between the founding of Jamestown and to-day? What can you say of the progress of English settlements? Name the colonies included in each of the three groups we have studied. What were the boundaries of the colonies, taken as a whole? Which was the oldest colony? the youngest? the largest? the smallest? Tell about the different languages and customs among the colonists; the difference in religion; in occupations.

Story of a New England Boy.

Let us picture in our minds the home life of a New England boy of colonial times.

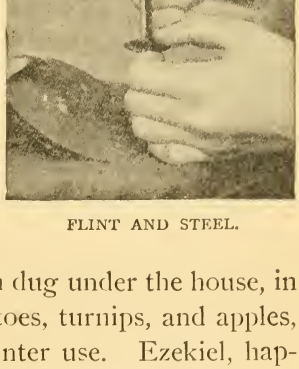
The Early Morning.—It was hardly daylight one cold December morning when twelve-year-old Josiah Quincy was awakened by his mother calling to him and to his brother Ezekiel that it was time to get up. The boys hurried into their clothes, their teeth chattering in the cold, and hastened downstairs to do their share of the morning's work. There were



A NEW ENGLAND KITCHEN.

no stoves in those days. The cooking was done in the great kitchen fireplace, which was high enough for a man to stand in without stooping, and big enough to hold nearly a wagonload of wood. The father had already scraped away the ashes which he had placed over the burning logs the night before. As matches were unknown the fire was not allowed to die out, but at night the coals were carefully covered with ashes. If by mischance there were no coals, fire was kindled by striking a piece of steel against a flint rock until the sparks came and were caught in dry shavings or scorched linen cloth.

Occupation before Breakfast.—As the boys stood before the fire rubbing their cold hands the mother busied herself preparing to cook mush in one of the pots that hung from an iron hook over the fire, and to roast in the hot ashes the potatoes and dried herring-fish which the father had just brought up from the cellar.



FLINT AND STEEL.

The cellar was a large, dark room dug under the house, in which were stored heaps of potatoes, turnips, and apples, and other articles of food for winter use. Ezekiel, happening to glance toward the window, suddenly called out, "Look, it is snowing again!" Both boys ran toward the window and climbed into a chair (for the window sill was higher than their heads). They peered through the little panes of coarse green glass at the snowflakes that fell noiselessly against the window. Their older sister, Com-

fort, called them to come with her to help milk the cows; and buttoning up their coats tight under their chins, and pulling their hats down over their ears, the boys, each with a bucket under his arm, scampered through the snow ahead of their sister. After the milking Josiah drew some water from the well with a bucket hung from a long pole called a well sweep, while Ezekiel carried a bucketful into the house for his mother.

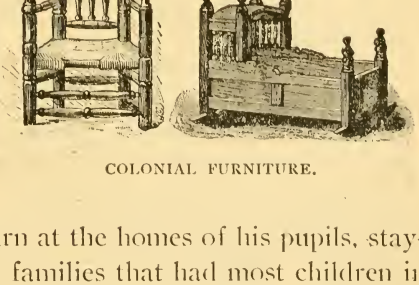
OLD WELL SWEEP.

Queer Names.—You must have noticed what queer names the New England boys and girls of that time had. The father and mother of Josiah and Ezekiel were known as Goodman and Goodwife Quincy. Besides their older sister, Comfort, there were the eight-year-old sister, Deliverance, and little Thankful, the baby. Their mother's given name was Seaborn, because she was born on the ship that brought her parents from England.

Duties of the Household.—Breakfast over, the boys drove the cows to the "common," a large open field used by all the townspeople as a pasture. Then they got ready for school. Meanwhile the mother and sisters were not idle. Goodwife Quincy prepared to make soap in one of the huge kettles in the fireplace, while Comfort with the big spinning wheel spun into thread for cloth some wool which her father had sheared from the sheep. When the cloth was made, or woven, it was cut out and stitched

into warm clothes. The sewing was done with the fingers, for there were no sewing-machines in those days. Little Deliverance, after sweeping the room, seated herself by the baby's cradle, with her knitting in her lap; for although only eight years old, she was a good knitter and had already made a pair of big stockings for each of her brothers.

His School.—The school which Josiah and Ezekiel attended was taught by a man two months in the winter. Only boys attended the winter school. In the summer came the girls' time. Then a lady teacher was employed, and a school for girls and little boys was held for two months. The salary of the teachers was small, yet they did not have to pay anything for board.



COLONIAL FURNITURE.

The teacher lived in turn at the homes of his pupils, staying longest with those families that had most children in school. Goodman and Goodwife Quincy always welcomed the teacher, and gave him the best food on the table and the warmest place by the fire. On the long winter evenings he helped the boys with their lessons and sometimes held the yarn for Comfort as she spun, or sometimes he escorted her to spinning matches or to quilting parties. Dancing parties and theaters were strictly forbidden. When Josiah and Ezekiel are older they will be sent to Harvard College, which was situated three miles from

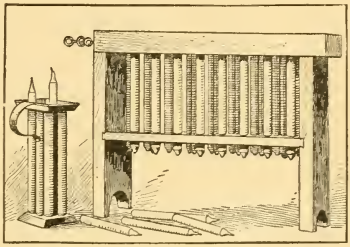
Boston and was the oldest college in all the colonies. Girls were not admitted to any college.

The Schoolhouse and Schoolbooks.—The schoolhouse was made of rough boards, and contained one room with a great fireplace in one end. The seats were benches with no backs, and so high that the feet of the smaller boys could not touch the floor. For a desk a wide plank, or shelf, projecting from the wall was used. Blackboards and maps were unknown. The books studied were the Horn Book, the New England Primer, the Catechism, and the Bible. The Horn Book was a sheet of pasteboard on which were written the letters of the alphabet and as many easy words as could be crowded upon it. This pasteboard was set in a frame like a slate, and both sides covered with thin sheets of horn, through which the letters could be seen, and which kept them from being soiled by the pupils' fingers. There were no copy-

PAGE FROM NEW ENGLAND PRIMER.

books and arithmetics, but the teacher taught his pupils to write and "cipher" without a book.

Saturday's Work and Play.—Saturday then, as now, was holiday. Sometimes Josiah and Ezekiel were kept busy all day Saturday helping to churn or to dig potatoes or to make candles (for there were no lamps in those days, and gas and electric lights had not been dreamed of). "Dip" candles were made by dipping a wick into melted tallow, then cooling it and dipping it again until enough tallow stuck to the wick. "Mold" candles were made by pouring the melted tallow into hollow tin tubes the size of candles. But the boys often had most of Saturday to themeslves. Then they were off to the woods to set traps for rabbits or foxes, or with other boys they slid down the snowy hillsides on their homemade sleds, or skated on the ice of the brook. A favorite game was playing soldier. One of the boys was chosen captain; then arming themselves with sticks for guns, they marched or halted at the captain's order, or charged upon make-believe Indians, concealed behind piles of brush.

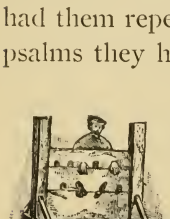


CANDLE MOLDS.

The Books in His Home.—Books for children's reading were not made in those days. Indeed, books of any kind were scarce and costly. On the bookshelf in Josiah's home, however, were eight or ten books. Here are the names of some of them: *The Lives of the Martyrs, The*

Dreadful Effects of Popery, The Law of Nations, The Improvement of the Mind. Not very interesting to a boy do these sound. But there were two other books which Josiah and Ezekiel had read so often that the covers were getting worn and the binding loose. On the long winter evenings when there were no lessons to be studied the boys loved to stretch themselves on the floor in front of the fire, and by the light of the blazing logs bury themselves in the delightful pages of *Pilgrim's Progress* and *Robinson Crusoe.* And then on one end of the bookshelf was a pile of "almanacs," one for each year for the last twenty years. These "almanacs" contained scraps of history, poetry, anecdotes, and jokes, and they were full of interest to every member of the family able to read.

His Sabbath.—On Saturday evening the family began to get ready for Sunday. After sunset on Saturday no games were allowed, nor could *Robinson Crusoe* or the almanacs be read. Before the evening prayer was offered the father called all the larger children around him and had them repeat the catechism and some of the hymns or psalms they had already committed to memory.



STOCKS.

Sunday morning found our two boys at church dressed in brand-new suits made by their mother and older sister. There was a large congregation, for the law was that anyone staying away from church save for sickness or some equally good excuse might be arrested and made to pay a fine or be put in the stocks. As Goodman Quincy was a church officer he took his seat near the pulpit. His wife sat on the side of the church reserved for

women. Josiah and Ezekiel took their places with the children behind the grown people. There was no organ and no choir. A man, called the clerk, stood up in front of the pulpit and read out one line of the hymn at a time; then all the people sang it. On the pulpit beside the Bible was an hourglass, which looked like two little glass funnels joined together at the small ends and with the large ends closed. One half of the hourglass was filled with sand, and in just one hour all the sand ran down from the upper half into the lower half of the glass. Then the preacher turned the hourglass over, and in another hour the sand ran back. As there were no watches in those days hourglasses were often used to measure time. As the minister began his sermon the boys listened carefully for the text and repeated it over and over to themselves, for they knew their father would expect them to say it when they reached home. After the text it was hard to keep awake, for much of the sermon could not be understood by children. The minister had turned the hourglass the second time, and Ezekiel's eyes were half closed, when the words "roaring lion," uttered by the preacher as he brought his fist down on the pulpit with a bang, caused the boy to start. He leaned over to Josiah and proposed to him in a whisper that they go into the woods the first thing next day and look at their new fox trap. Before Josiah could answer both boys felt a sharp tap on the back of their heads. The "tithing man," whose duty it was to keep the children quiet and the grown people awake, had with his long rod, tipped with a rabbit's foot, rapped the heads of the whisperers. You may be sure they sat up straight during the rest of the sermon.

His Day in Boston.—Sometimes Goodman Quincy had to go to Boston on business, and usually one of the boys was allowed to accompany him. As it was a fifteen-mile ride old Sol was saddled and bridled early in the morning. Josiah climbed up behind his father. Ezekiel stayed at home this time, as he went with his father last month. When they reached town the horse was hitched to one of the racks on the common, and Josiah's father hurried off to transact his business. Meanwhile Josiah wandered down to the wharves to see the ships. There were whaling vessels from the northern seas, with cargoes of whale oil and whalebone. Hundreds of small fishing vessels from the coasts near by were unloading great quantities of fresh fish. A schooner from the West Indies was bringing in barrels of molasses, which was made by the New Englanders into a cheap liquor, called rum. A ship from England was unloading a cargo of cloth, knives, tableware, and other things the colonists were not allowed to make themselves. There was a ship just getting ready to leave for England. She was loaded with great pine logs which were to be made into masts for ships. Barrels of salted fish were being loaded on other vessels soon to sail to the West Indies. There was a large new ship which Josiah examined with great curiosity, for some one had told him it was a "slaver," and was to sail to Africa in a few days. Just then it was being loaded with casks of rum. This rum would be given to African chiefs in exchange for negro men, women, and children captured by them. The captive negroes would be stowed away on the "slaver" and taken to the Southern colonies, where they would be sold as slaves to work the tobacco, rice, and

indigo plantations. While Josiah was looking at the ship the governor's carriage hurried by, driven by a negro slave. But there were not many slaves in New England. The climate was too cold for them, and they were best suited for farm work on large plantations.

Thus, working, playing, going to school, and attending church, the New England boys and girls grew up to be industrious, intelligent, churchgoing men and women, who did their share in making our country the powerful nation it is to-day.

How old was the New England boy in our story? Tell what took place before breakfast in Josiah's home. What queer names were found? After breakfast what were the boys' duties? the mother's? the older sister's? the younger sister's? Tell about the school the boys attended; the teacher; the schoolhouse; the books studied. What work did the boys sometimes do on Saturday? How did they spend their holidays? What books were found in their home? Tell about the preparation for Sunday. What was the law about churchgoing? How were the members of Josiah's family seated in church? Tell about the singing; the hourglass. What were the children required to remember? Tell about the tap on the head Josiah received in church; about his visit to Boston, and what he saw.

The Story of a Southern Boy.

Let us now take a look at the home life of a Southern boy and girl in the old colonial times.

Saturday Morning.—In our minds we can picture a white boy, accompanied by a negro companion, wandering through the woods near the banks of the Rappahannock River, in the colony of Virginia. The white boy carried a gun upon his shoulder, and his hunting suit of coarse, strong cloth was discolored from frequent use. The negro boy, who addressed his companion as "Mars' George," carried a game bag well stocked with squirrels and partridges. He was barefooted, and his trousers and shirt showed several patches of different colors. His kinky hair could be seen through the holes

in the crown of the old hat that came down over his ears. A fine setter dog ran through the woods to right and left, just ahead of the young hunters.

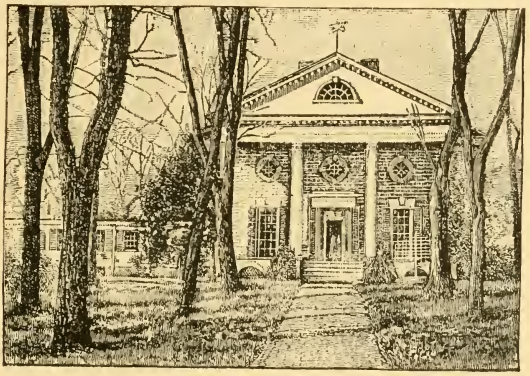
His Father's Tobacco Field.—Coming to the edge of the woods, George and black Jasper made their way through a great tobacco field in which twenty or thirty negro men and women were at work cutting the long-leaved plants and placing them in the wagons which were to carry them to the great tobacco barns in the distance. A white man, called an "overseer," rode about among the negroes, directing them in their work. They did not seem to mind the hard work nor the hot sun, but were laughing and singing at the top of their voices. Their songs had strange tunes. Sometimes there were no words, only musical sounds, and sometimes they made up the words as they sang. Here is one verse of a song the negroes often sang:

"O, whar shall we go w'en de great day comes
Wid de blowin' er de trumpits en de bangin' er de drums?
How many po' sinners 'll be kotched out late,
En fin' no latch ter de golden gate?
No use fer ter wait till ter-morrer!
De sun mustn't set on yo' sorrer!
Sin's ez sharp ez a bamboo brier,
O Lord, fotch de mo'ners up higher!"

His Home.—As the boys neared the house a negro man came out to the end of the long porch toward the tobacco field, and blew a blast from a great tin horn. This meant twelve o'clock, and was a signal for the field hands to stop work for dinner. George handed his gun to Jasper, and, bidding him take the game around the house to the kitchen and prepare it to be cooked for supper, ran up to

his room to change his soiled hunting suit and bathe his face and hands before coming down to dinner.

While George is getting ready for dinner let us take a look at his home. A grassy lawn dotted with stately trees stretched away in front of the house toward the river, which sparkled in the sunlight just beyond the "big road." The house was two stories high with a



SOUTHERN COLONIAL HOME.

broad front porch extending the width of the house, supported by massive columns. Behind the house, in the distance, were the stables and barns, and long rows of cabins, called the "quarters," the homes of the negro slaves. To the right of the house was the garden, laid out in prim style with perfectly clean walks between well-kept beds shaped in triangles, squares, and circles. In the part of the garden next the house were the flowers, the special care of Elizabeth, or "Betty," George's sister. Here were hedges of lilacs, beds of sunflowers, roses, tulips, pinks, peonies, poppies, and hollyhocks. Gera-

niums, verbenas, chrysanthemums, and many other of our favorite flowers were then unknown. Among the vegetables of which George's people had never heard were the tomato, the eggplant, and okra. Years afterward the seed of the tomato was brought to this country from France, and the plant was cultivated in flower gardens for ornament. The fruit was thought for a long time to be poisonous, and was called the love apple.

His Dinner.—A negro boy somewhat smaller than Jasper came to the dining room door and rang the bell for dinner. George's mother, Mrs. Washington, in a simple black gown, took her seat at the head of the table. George sat opposite his mother and asked God's blessing before beginning to eat, for his father had died three years before, and he, as the eldest of his mother's children, must take his father's place. On both sides of the table were seated the other children—Elizabeth, a girl of thirteen, and the three younger boys, Samuel, Augustine, and Charles. A negro man, with long white apron reaching from his chin to his knees, waited upon the table.

Dinner over, the younger boys got their mother's permission to accompany Uncle Chess, an old negro slave, to the river near by to catch fish. George and his mother and Elizabeth took their seats on the front porch. Elizabeth busied herself with a handkerchief she was embroidering, while George and his mother talked earnestly over the affairs of the plantation.

Entertainment of Visitors.—Late in the afternoon, while George, with Jasper's help, was busy in the back yard cleaning his gun, two horsemen rode up to the gate in front of the house. Mrs. Washington, who had seen

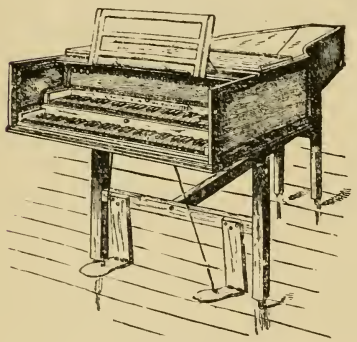
them approaching, called to Jasper to run and take charge of the gentlemen's horses. George came through the house and met the strangers at the front porch with a hearty welcome. They proved to be two planters on their way to Williamsburg, the capital of the colony. You must remember that there were no railroads in those days.

STAGECOACH AND INN.

On a few of the most-traveled wagon roads a stagecoach passed about once a week, drawn by four or six horses and carrying passengers inside with their baggage strapped on behind. The roads were so rough that most of the traveling was done on horses. The horseback traveler carried his baggage in great leather "saddlebags."

The Plantation Parlor.—The strangers had hardly taken their seats on the porch when Mrs. Washington appeared and gave them a cordial greeting, inviting them to pass the night at her home. One of the negroes carried their saddlebags to the guest room upstairs, which was always kept ready for visitors. After supper the family, with the two visitors, assembled in the parlor, a large room furnished with a shiny black sofa and stiff-backed chairs,

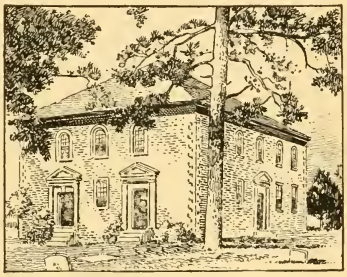
its small-paned windows hung with dimity curtains. From the great fireplace, adorned with a huge bouquet of brilliant-colored autumn leaves, brass andirons shone forth like gold. Over the mantel hung a portrait of George's father as a young man. On the walls were several other portraits, among them one of George's mother in her girlhood. There was a tall mahogany sideboard which held a handsome silver bowl, pitcher, and goblets that once belonged to George's great-grandfather. In one corner of the room was a harpsichord, a musical instrument resembling a small three-cornered piano. The parlor was lighted by several candles fixed in tall silver candlesticks. After some time spent in conversation one of the guests asked Betty to give them some music. At once, without waiting to be "begged," she stepped to the harpsichord, and played one of the pieces her mother had taught her.



A HARPSICHORD.

The Guest Chamber.— Bedtime always came early in George's home, and it was the custom to hold family prayers before retiring. Since her husband's death Mrs. Washington had trained George to take his father's place and read from the prayer book the form of family worship. To-night, however, at her request, one of her guests led the prayer, after which the good-nights were said, and a servant with lighted candle led the strangers up-

stairs to their room. The bed in this room would seem queer to a boy or girl of to-day. In the first place, it was so high that you would think one would have to climb into it with the help of a chair, and if the sleeper should chance to roll out of bed he would get a severe bump. Then the tall bedposts at the four corners of the bed almost touched the low ceiling, and from them curtains of spotless white were draped. The bedspread, homemade and woven in fancy patterns, reached down to the floor. The pillows, arrayed in their starched pillow shams, rested stiffly upon the bolster. The sheets were spotlessly clean and the mattress comfortable, so there is no doubt the visitors slept soundly.



CHURCH WASHINGTON ATTENDED.

His Sabbath.—Sunday morning the household prepared for church. The guests accepted Mrs. Washington's invitation and took seats in the family carriage with Betty and her mother, while George on one horse and the two younger boys on another accompanied them. On the driver's seat of the carriage sat black Cæsar, feeling his importance as, arrayed in his Sunday best and flourishing his whip, he held a tight rein on the spirited horses. By his side was the black boy Tom, ready to jump down and open the carriage door when a stop was made. As they neared the church a number of horses and carriages were seen in the shade of the great trees that surrounded the

building, while others were approaching from different directions. The church was a small brick building with square doors and arched windows. Inside were tall straight-backed pews, each entered by a door, which the occupant always closed behind him. There was a gallery on one side, in which the negroes were seated. The minister wore a robe, or surplice, and he reached his high pulpit by climbing a winding stairway. The service was that of the Episcopal Church. George and his sister and brothers each had a prayer book and joined heartily and reverently in all the responses.

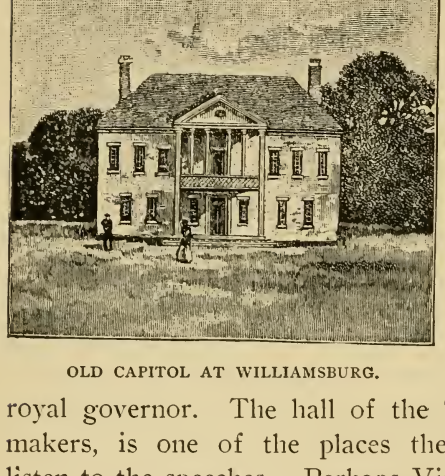
His School.—On Monday morning the young folks were up bright and early to get ready for school. The schoolhouse was five miles distant. A negro manservant usually accompanied the children to and from school. They rode horseback and carried their dinners with them. It was not a free school, but parents paid for the tuition of their children. The attendance of pupils was small, chiefly because the planters lived so far apart that it was almost impossible for children to attend regularly. The schoolhouse of that day had uncomfortable "homemade" desks and seats, and was not supplied with maps or blackboards. It was known as an "old-field school," because it stood in an old field that from long use had become unfit for cultivation. The teacher was sometimes the church sexton, sometimes the minister. The girls were usually taught privately at home by a governess or tutor. The older boys were sent to William and Mary College at Williamsburg.

Outdoor Life and Sports.—The Southern people were fond of horses and of horseback riding. Every white

family kept a horse, and the rich planters had stables full of the finest animals. The planter never walked except about the house. Every morning his horse, all saddled and bridled, groomed and curried until he shone like silk, was brought to his door by a negro slave. The poor farmer who owned no slave would often spend hours tramping through the woods to find and catch his horse in order to ride two or three miles to church or to the courthouse or to visit a neighbor. Horse racing, fox hunting, and deer hunting were favorite sports for men and boys. Open-air barbecues were frequent, at which plenty of fun was provided for everybody. A Virginia newspaper of colonial times gives notice that "On St. Andrew's Day there are to be Horse Races and several other Diversions for the entertainment of the Gentlemen and Ladies at the Old Field near Capt. John Bickerton's." The program provided, among other things, "That a violin be played for by twenty Fiddlers, no person to have the liberty of playing unless he bring a fiddle with him. After the prize is won they are all to play together, and each one a different tune, and to be treated by the company." "That twelve boys of twelve years of age do run a hundred and twelve yards for a Hat of the cost of twelve shillings." "That a handsome entertainment be provided for the subscribers and their wives; and such of them as are not so happy as to have wives may treat any other body."

A Visit to Williamsburg, the Capital.—To Southern boys and girls of colonial times there was no more joyous event than a visit to the capital of the colony. A favorite time for the trip was while the lawmakers of the colony

were holding their yearly meeting. Then we may picture a Virginia planter and his wife with their two oldest children taking their places in the family coach, and amid the good-byes of children and servants left behind they are whirled away to Williamsburg. They find the little town aroused from its usual sleepiness. Its streets are filled with visitors who exchange hearty greetings when they meet, or who stand in groups eagerly discussing the price of tobacco, or the speed of a favorite horse, or the conduct of the royal governor. The hall of the "burgesses," or lawmakers, is one of the places they visit in order to listen to the speeches. Perhaps Virginia's great orator, Patrick Henry, makes their ears tingle and their blood beat faster by one of his fiery speeches denouncing the king for his mistreatment of his loving subjects. Then our visitors attend the horse races, and the boys hurrah when their favorite wins. But the girls will not be happy until they have been invited to a ball at the governor's palace. On the night of the dance the guests assemble early. They find the heavy furniture moved out of the hall and the floor waxed until it is shining and slippery as glass. A multitude of candles in polished silver



OLD CAPITOL AT WILLIAMSBURG.

candlesticks light the house as brilliantly as candles can light it. Negro servants hurry to and fro, each one feeling as important as the governor himself. Several negroes seated in a corner diligently tune their violins. The favorite dances are the slow and graceful minuet and the more lively reel. Waltzes are unknown. The figures of the dance are usually called out in a loud voice, and each gentleman, bowing low to his lady partner and catching the tips of her fingers, moves through the stately measure.

The Boy Grown to Manhood.—You have seen that the owner of a Southern plantation had a great many people to care for and to direct. The children of the planter were early trained, like George Washington, to assist their parents in managing the plantation. This training in the control of important business and in governing many servants helped to make of the Southern boys, as they grew to manhood, successful army officers, lawmakers, leaders of men, who played important parts in laying the foundation of their country's future greatness. The girls, too, grew to be women who ruled within their homes with gentle yet queenly grace, and who in times of sorrow and danger set splendid examples of courage and self-sacrifice to their children.

In what colony is the home of the boy in the next story? Tell about his return from a hunt; about the negroes in his father's tobacco field. Describe George's home; the garden; the dinner; the arrival of visitors. How did people travel in those days? Tell about the welcome to the guests. Describe the parlor. Tell about Betty's music; family prayers; the guest room. How did George's household go to church? Describe the church. Tell about George's school. How were the girls taught? Tell about the fondness of the Southern colonists for horses; the sports advertised for St. Andrew's Day; the visit to the capital; the places visited at Williamsburg. Describe the ball. Of what value to Southern boys and girls was their home training?

CHAPTER VIII.

The French War and the Downfall of New France.

Colonel George Washington.

A New Enemy Faces the English Colonists.—We have seen how the sturdy English settlers along the Atlantic coast overcame every difficulty that beset them. The freezing cold of New England winters, the scorching fevers of Southern summers, perils of starvation, attacks by savage Indians—all these dangers and others besides often threatened the settlements with destruction. But brave, persevering, industrious, our fathers conquered each enemy that opposed them until thirteen English colonies were firmly established, with settlements dotting the Atlantic coast from New Hampshire to Georgia. Now, as the English settlers began to push westward beyond the Alleghany Mountains, they were brought face to face with another enemy. The French occupants of the Missisippi Valley built forts on

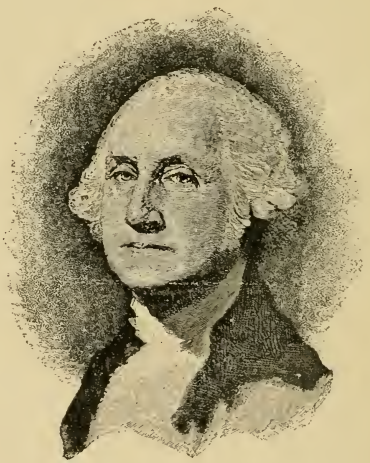
NEW FRANCE AT BEGINNING OF THE WAR.

the western slopes of the Alleghanies and disputed the progress of the English. A great conflict now arose to settle the question whether Frenchmen or Englishmen were to be masters of North America.

The Beginning of the Quarrel.—On a cold, rainy December day the soldiers of one of the new French forts in the Western wilderness were startled to see, coming out of the woods, a tall young man leading a small party consisting of four or five white men and several Indians. The visitors, weary and mud-stained from a long journey of nearly five hundred miles, were kindly received into the fort. The young leader at once asked to see the French commander, and delivered to him a letter from the governor of Virginia. In this letter the governor said he was surprised that the French should build a fort on land which everybody knew belonged to the English; he demanded that the Frenchmen should at once march themselves back to their own territory. He added that he hoped his messenger, Major Washington, would be kindly received, and that a favorable answer would be returned.

Major George Washington.—Major Washington, the governor's messenger, was the same George Washington whose boyhood home has been described. George had left school at fifteen, with a fair knowledge of arithmetic, geometry, and surveying, a good penman, and skilled in keeping accounts. He was tall, strong, and active, fond of running, leaping, and wrestling, and able to ride the wildest horse. It is said that he could throw a stone across the Rappahannock River at a place where nobody else has ever been able to do it. His half-brother, Lawrence, many years older than George, had been a soldier

in the West Indies. George greatly loved this half-brother, and when visiting his home at Mount Vernon, on the Potomac River, listened with delight to the young soldier's stories of the wars. Returning to his own home after one of these visits, he would make soldiers of his playmates and have them parade and engage in make-believe battles. When only sixteen years of age he was employed by Lord Fairfax to survey that nobleman's lands lying between the Blue Ridge and the Alleghany Mountains. This work was so well done that at eighteen he was appointed public surveyor, and shortly afterward was made major of militia, or home troops. He was twenty-one years old when chosen by the governor of Virginia for the difficult and dangerous task of visiting the French forts in the West.



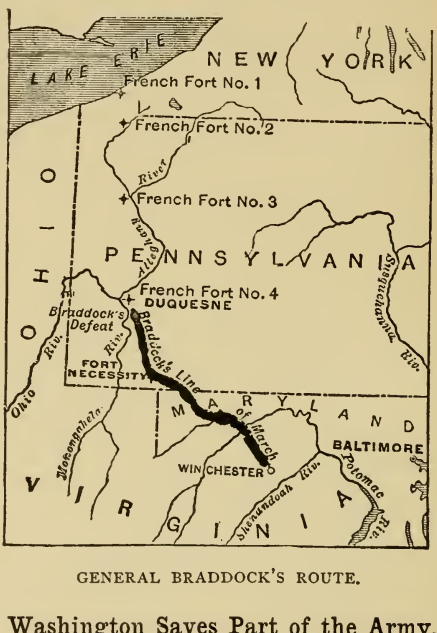
GEORGE WASHINGTON.

Washington's Return from the French Fort.— The French commander had no idea of giving up his fort. He wrote a polite answer declining Governor Dinwiddie's request, and with this letter Washington set out on his long homeward journey. It was now in the middle of winter. Forests, rivers, and mountains had to be crossed, and there were neither roads nor bridges. The horses of

the little party seemed about to give out, so Washington and one companion pushed forward on foot. An Indian shot at Washington, but missed him. The would-be murderer was caught, and Washington's companion wanted to kill him, but Washington set him free. While crossing a river a large piece of floating ice struck the pole with which Washington was guiding the raft, and he was thrown into the freezing water. He managed to get hold of the raft and scramble back upon it, but the floating ice compelled him and his companion to spend the night on an island in the river. The next morning the river was frozen over, and they walked to the bank on the ice. At last they reached the capital of Virginia, and delivered to the governor the French commander's letter.

Washington Gains a Victory and Suffers a Defeat. The War Begins.—The successful performance of his dangerous task made young Washington famous throughout Virginia. When, soon afterward, Governor Dinwiddie sent troops to drive the French from a fort at the head of the Ohio River, Washington, now known as "Colonel" Washington, was one of the officers in command. On his way to the fort, while leading a small advance party, Washington defeated a French force at Great Meadows, in southwestern Pennsylvania. With this fight the great French War began. By the death of his superior officer Washington became commander of the expedition. On July 4, his little army was attacked at Fort Necessity (not far from Great Meadows) by a French force twice as large as his own. His men were tired, hungry, and drenched by the incessant rain. They fought bravely nearly all day; then their powder began to give out. At

eight o'clock in the evening the fighting stopped. Washington agreed to surrender on the condition that his men be allowed to march back to their homes, carrying their arms with them. If young Colonel Washington could have known what a glorious day the 4th of July would afterward become for his countrymen he might have felt less gloomy and discouraged as he signed the papers of surrender by the light of a flickering candle on the night of that rainy 4th. But no wonder he felt discouraged; not an English flag now waved west of the Alleghanies.



GENERAL BRADDOCK'S ROUTE.

Braddock's Defeat. Washington Saves Part of the Army.—England now took a hand in the war. General Braddock was sent over with an army of trained soldiers. Washington and several companies of Virginia troops joined Braddock's forces. They set out across the mountains to take Fort Duquesne, at the head of the Ohio River—the same French fort that Washington had tried to capture the year before. General Braddock was a brave officer who had been in many battles in European

wars. But all his previous battles were against soldiers who fought like his own men, in regular ranks and in the open field. He knew nothing of battles in the woods, against an enemy who hid behind trees. His army marched to the strains of music, and with flags flying, as if they were on parade. They had almost reached Fort Duquesne when they were attacked by a force of French and Indians concealed in thick woods. The English troops bravely formed in line and fired in the direction of their enemies, whom they could not see. Their shots did much damage to the trees, but little to their hidden foes, while they themselves, in plain view and unprotected, were shot down like sheep. The woods re-echoed with the noise of rifle shots and Indian yells. Washington and the Virginians sprang behind trees and fallen logs ready to fire whenever an Indian or a Frenchman showed himself. Washington had two horses shot under him, and his coat was pierced by four bullets. At last Braddock gave the order to retreat. Then he fell with a bullet in his breast, and his men fled in terror and confusion. That any of them escaped was due to Washington and the Virginia troops.

Washington Captures a Prize.—Washington was now made commander-in-chief of the Virginia forces. While on his way to Williamsburg, the capital, he was invited to take dinner at the home of a hospitable planter. He declared he had not time to stop, but finally consented to do so. At dinner he met several other guests, among them Mrs. Martha Custis, a young widow with dark brown hair and eyes and pleasing manners. Washington found the company so agreeable that when his servant brought

his horse to the door for him to depart he ordered the animal to be taken back to the stable. It was after breakfast next morning before he could tear himself away. In a short time he was back again, and before he left to join his troops Mrs. Martha Custis had promised to become Mrs. George Washington.

The War Spreads. Washington's Third March against Fort Duquesne.—All the English colonies now joined in the war. Most of the Indian tribes helped the French. The powerful Iroquois, of New York, however, had hated the French ever since Champlain sided with their enemies, and they would not agree now to help them. There was fighting in the North, in the South, and on the Western frontiers. Once more an army of English and colonial troops marched against Fort Duquesne. The defenders of the place, being nearly out of provisions, set fire to the fort and fled. Washington, leading the advance guard of the attacking army, planted an English flag on the smoking ruins. The name of the fort was changed to Fort Pitt in honor of William Pitt, the great English statesman and friend of America. In later years Fort Pitt became the city of Pittsburg.

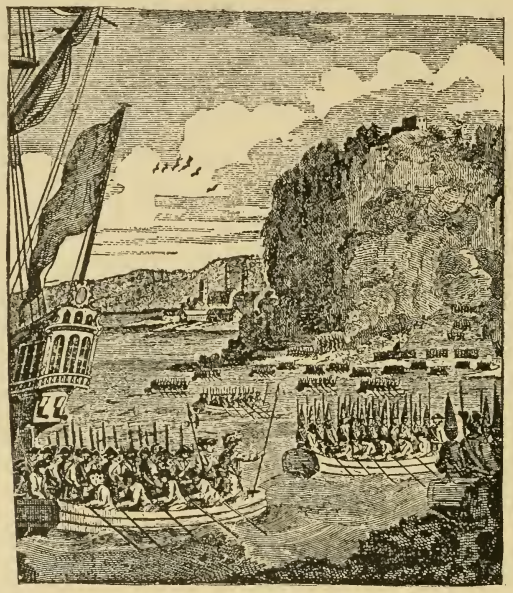
MARTHA WASHINGTON.

DEATH OF GENERAL BRADDOCK

Washington Receives the Thanks of the Virginians.—The capture of Fort Duquesne put an end to French attacks in the South. Washington gave up his office in the army, went home, and was married to Mrs. Custis. His neighbors at once chose him one of the burgesses to make the laws for the Virginia colony. When he took his seat in the House of Burgesses at Williamsburg the Speaker, or President, arose and in the name of the people of Virginia thanked Colonel Washington for his brave deeds in the war. When he finished, Washington stood up to answer. But he was not used to making speeches, and he could only blush and stammer without saying a word. At last the Speaker helped him by saying, "Sit down, Mr. Washington. Your modesty is equal to your bravery, and that is greater than my words can describe."

The Battle of Quebec.—The last great battle of the war was at Quebec, in Canada. A French army under General Montcalm held the city. General Wolfe, with an English army, sailed up the St. Lawrence to take the place. For weeks the English officers tried in vain to find some way by which their men could be led up the steep cliffs upon which Quebec is situated. At last General Wolfe discovered with his spyglass a narrow winding path leading from the water's edge to the heights above. In the darkness of night an English force landed and climbed in single file the steep ascent. All reached the top before they were discovered. A fierce battle followed. The gallant Wolfe was wounded in the wrist. He wrapped a handkerchief around the wound and continued to lead the charge. Another ball struck him in the breast. As he was carried from the field he heard the cry, "They

run, they run!" "Who run?" asked the dying general. "The French," was the reply. "Then God be praised; I die happy!" he exclaimed, and breathed his last. The French general, Montcalm, was also mortally wounded.



BRITISH ARMY AT QUEBEC.

When told he could live only a few hours he replied, "So much the better; for I shall not live to see the surrender of Quebec." The fall of the capital of New France closed the war. Peace was made in 1763.

Some Results of the French War.—At the beginning of the war the French claimed Canada, the Great Lake region, and the Mississippi Valley. At the close of the

war the victorious English took possession of all French territory east of the Mississippi River. France hastily presented to Spain her territory west of the Mississippi, to keep it from falling into the hands of her hated enemies, the English. Thus at one blow poor France lost every foot of the vast region won for her by the heroism of Cartier, Champlain, Marquette, La Salle, and others of her brave sons. The sturdy English colonists, with the help of the mother country, had conquered one more enemy that opposed their progress.

NORTH AMERICA AT CLOSE OF FRENCH WAR.

Name some of the difficulties overcome by the English colonists. What great conflict finally faced them? Tell about the beginning of the quarrel between the French and the English settlers; about George Washington's life after leaving school. What answer did the commander of the French fort give to Major Washington? Describe Washington's return. Tell about the fight at Great Meadows; at Fort Necessity. Who was General Braddock? Tell about Braddock's expedition; about Colonel Washington's conduct and his promotion; about his meeting with Mrs. Martha Custis. What can you say of the spread of the war? Tell about the capture of Fort Duquesne; about Washington's attempt to make a speech before the Virginia Assembly; about the last great battle of the war. What changes of territory resulted from the French War?

CHAPTER IX.

War of the Revolution.

General George Washington.

CAUSES OF THE WAR.

The Quarrel with England.—The English colonists had not long been free from danger from their French enemies before they found themselves getting into another quarrel. This time it was a family trouble—a quarrel with their mother country, England. The settlers loved old England, the land of their fathers, and they were proud of their kinship with her. But the mother country had not always dealt fairly with her children across the sea. As the colonists grew stronger and better able to take care of themselves they became more and more impatient of the unjust treatment of England. At last, when they could endure it no longer, they openly resisted the mother country, cut loose from her control, and set up housekeeping for themselves. Let us see how the quarrel began.

Some Complaints of the Colonists.—The kings of England did not seem to care what sort of men they sent to America to govern the colonies. Instead of picking out wise and good men who would feel a real interest in the welfare of the Americans, they often appointed worthless men, who were anxious to get the governor's salary, but

who despised the people they ruled, and were constantly quarreling with them. Then there were some English laws that were aimed to make English merchants and traders richer, but which, at the same time, kept the Americans poor. For example, the colonists were not allowed to cut down a pine tree over two feet in diameter, except to make a mast for an English ship. All furs of animals taken in our woods must be sent to England, and all our goods must be carried in English ships. We were not allowed to make our own hats, but must buy them in England.

Taxation without Representation. The Stamp Tax.—England had spent a great deal of money to carry on the French War, and she owed a large debt in consequence. As the war had been partly for the benefit of the colonists she decided to make them help pay this debt. So a tax called the stamp tax was ordered to be collected from them. All written bargains, marriage licenses, and many other papers had to have stamps on them, and these stamps cost all the way from one cent to sixty dollars. The Americans did not mind paying a tax which they themselves had decided was right. But no Americans were allowed to be members of the English Parliament, by which the stamp law and all other tax laws of England were passed. To the colonists this taxing them without their consent—without their being represented in Parliament—was the last straw that broke the camel's back. From one end of the colonies to the other the people repeated the words of an American speaker, "Taxation without representation is tyranny." They declared they would never pay the tax.

The Tax on Tea.—So much objection was raised against the stamp tax that England finally decided not to try to make the colonists pay it. But she was bent on getting money from them in some way, so she placed a tax on the tea that they used. The tax was made so small, and the Americans were so fond of tea, that it was thought this tax would be readily paid. But the English rulers did not understand the feelings of the Americans. It was not the amount of tax that they objected to, but the whole plan of taxing them without their consent. So they became angrier than ever with England. They stopped drinking tea. Merchants refused to handle it. In Boston a crowd of men dressed as Indians one night went on board a ship that was waiting in the harbor to unload its cargo of tea, broke open the tea boxes, and threw the tea into the water.

England Gets Angry and the Quarrel More Bitter.—When the news of the "Boston Tea Party," as it was called, reached England there was great indignation, and it was decided that the obstinate Bostonians should be punished. A law was passed forbidding any ship to enter or leave the harbor of Boston. As there were no railroads in those days this law had much the same effect as if all the railroad trains to-day entering one of our cities should cease running. Business was ruined. But all the colonists stood by Boston in her trouble. Maryland sent her barrels of flour, and Georgia sent her bags of rice. "I am willing," said George Washington, of Virginia, "to raise a thousand men, pay their expenses myself, and lead them to the relief of Boston." Representatives from nearly every colony met at Philadelphia to consider what

was best to be done. In this meeting, known as the "Continental Congress," it was decided to resist the unjust laws of England in every way possible. Thus the quarrel between England and her colonies became more bitter.

After the French War what new quarrel did the English colonists soon have? What did that quarrel lead to? Mention some things the colonists complained of. Why did England wish to tax her colonists? What was the stamp tax? Why did the Americans object to this tax? What was the result of their objections? Tell about the tea tax, and what the colonists thought of it. How did England punish Boston for the "tea party"? Tell about the sympathy for Boston in other colonies.

THE FREEING OF MASSACHUSETTS.

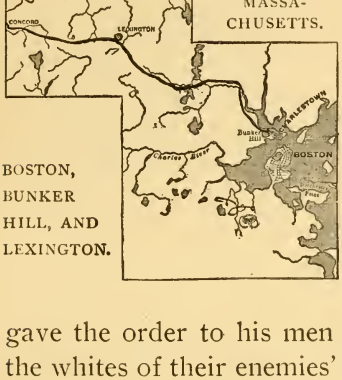
Paul Revere's Midnight Ride.—In the beginning of the quarrel an army of British soldiers had been sent to Boston. The commander of these soldiers now heard that the Americans were collecting guns and ammunition at the village of Concord, twenty miles away. He ordered part of his troops to slip out of Boston secretly at night, hurry to Concord, and capture or destroy the American supplies before the colonists could know anything about his plan. A young farmer named Paul Revere found out what the British troops were preparing to do, and on the night that they started he learned what road they expected to take. Jumping on his horse, he dashed at full speed down the road between Boston and Concord, stopping a moment at every village and farmhouse to rouse the people from their beds with the cry that the British soldiers were coming. When the British reached the village of Lexington, halfway between Boston and Concord, they found a small crowd of farmers gathered to oppose them. The fight that followed was the first battle of the War of the Revolution.

Lexington and Concord.—The brave farmers could not withstand trained forces. Several Americans were killed; the rest withdrew from the field. The British pushed on to Concord, where another fight took place. They burned the houses in which the American guns were stored, then started back to Boston. By this time all the country around had been aroused, and the Americans swarmed like angry bees around the line of march of the British. Concealed behind trees and fences along the road, they poured a steady stream of bullets into the ranks of the weary redcoats, who now longed to be safe in their Boston camp once more. If the British general had not sent out a thousand fresh troops to help them they would never have gotten back to Boston. As it was, the number of British killed on that bloody day was more than ten times as great as that of the Americans.

PAUL REVERE'S RIDE.

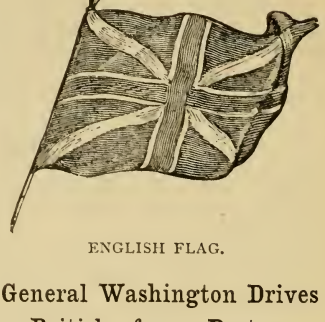
Battle of Bunker Hill.—From all parts of Massachusetts and from the adjoining New England colonies

troops hurried to Boston eager to drive out the British army. A hill, afterward known as Bunker Hill, overlooking the city, was occupied by part of the American forces. The British determined to drive the colonists from this position. As the British line approached the breastworks on top of the hill the American commander gave the order to his men not to fire till they could see the whites of their enemies' eyes. Nearer and nearer the redcoats approached. Suddenly a sheet of flame burst from the American earthworks, there was a loud report, and when the smoke cleared away the British had fled to the bottom of the hill. Again their officers led them up the hill; again they fled before the deadly fire. Bravely they made a third attempt. This time the ammunition of the Americans gave out, and the patriots were obliged to retreat, leaving the British at last in possession of the hill.

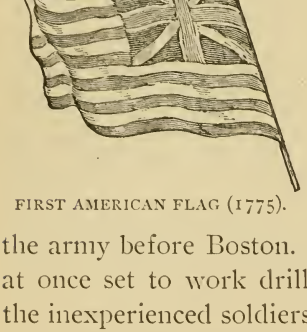


The Whole Country Aroused. General Washington.—Although there were no telegraphs and railroads and few newspapers in those days, yet the news of the fighting between the king's soldiers and the farmers of Massachusetts soon reached all the colonies. The Americans believed that if Massachusetts should be beaten a British army would be sent to other colonies to enforce the hateful tax laws of England; and as they had before sent

cheering messages and supplies of food to Boston, now they prepared to shoulder their guns and march to her defense. Another meeting of the Continental Congress was held at Philadelphia, and it was decided that an American army should be raised and that Colonel George Washington, of Virginia, should be chosen commander in chief.

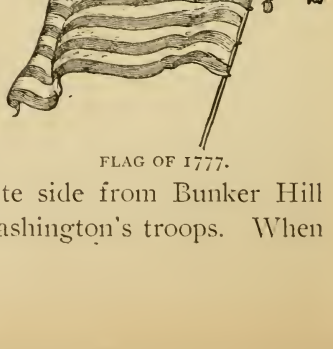


ENGLISH FLAG.



FIRST AMERICAN FLAG (1775).

General Washington Drives the British from Boston.—George Washington was forty-three years old when he became "General" Washington, commander of the American forces. A short time after the battle of Bunker Hill he took charge of the army before Boston. He at once set to work drilling the inexperienced soldiers, at the same time doing all he could to get muskets, ammunition, and cannons. Then his lines of earthworks were thrown up nearer and nearer the city. At last a hill overlooking Boston on the opposite side from Bunker Hill was occupied one night by Washington's troops. When



FLAG OF 1777.

the British awoke and saw the cannons of the Americans pointing down at them from the top of the hill they at first determined to capture the heights. Then remembering how many men they had lost at Bunker Hill, they decided they didn't want to climb any more hills in the face of American guns. So the only thing left to do was to get on board their ships and sail away. This they quickly did, while Washington and his army marched in triumph into the city. You may be sure they were given a hearty welcome by the happy Bostonians.

Tell about the plan of the British commander in Boston to destroy the American supplies; Paul Revere's ride; the battle of Lexington. Where is Bunker Hill? Describe the battle. What was the effect of the news of the battles of Lexington and Bunker Hill? What did Congress do? Where did Washington take command of the army? Tell how he drove the British from Boston.

IN THE SOUTHERN AND MIDDLE STATES.

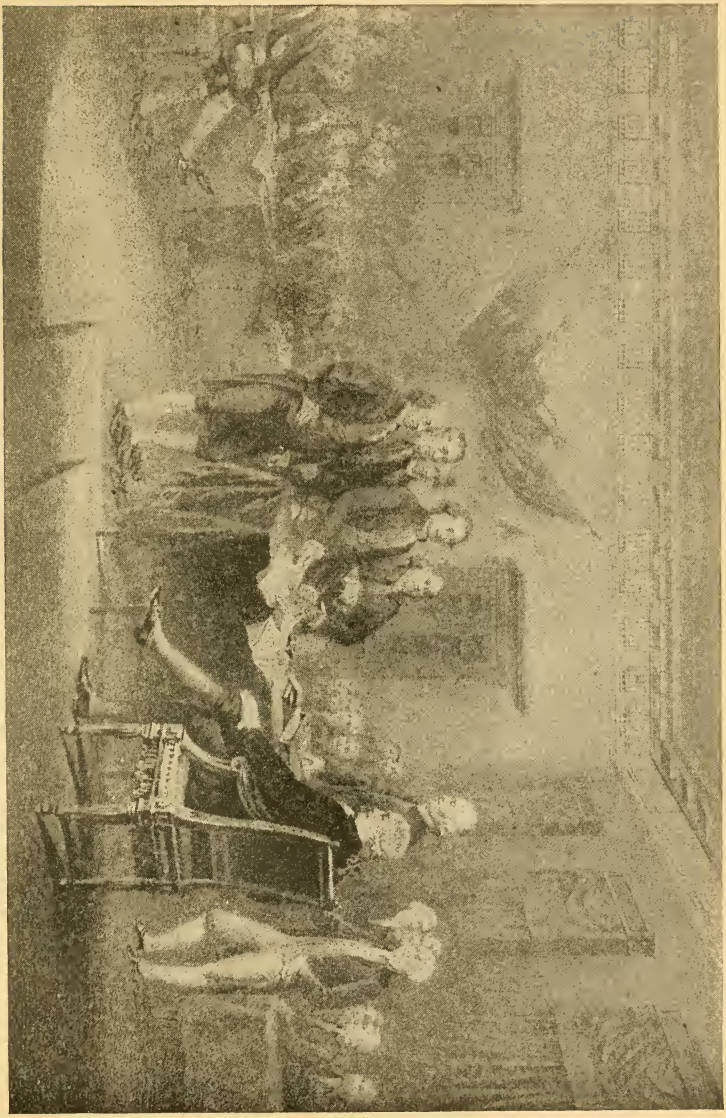
The British Attack Charleston, South Carolina.—While these exciting events were happening in Massachusetts the South was also getting a taste of war. The British governor of Virginia, at the head of a small force, seized a quantity of powder, and tried to get the slaves to take up arms against their masters. His force was beaten, and the governor himself was chased by the angry Virginians on board a British ship in Chesapeake Bay.

A large British fleet sailed against Charleston, South Carolina, the largest city in the South. Fort Moultrie, on an island, guarded the entrance to the harbor. The fort was built of palmetto logs, and the British balls sank into the spongy wood without injuring the walls. The Americans did not fire so often, but every shot told on the British ships. In the midst of the fight a cannon ball

broke the staff supporting the American flag that floated over the fort. The flag fell to the ground outside the walls in plain view of the enemy. Sergeant Jaspar, a brave young South Carolinian, leaped down outside the fort, seized the flag, tied it to the sponge staff of a cannon, stuck it up in the sand, and climbed back into the fort unhurt. When nine of their ten ships were badly crippled by American shots the British concluded they had enough. The fleet sailed away, and Charleston was saved.

THE LIBERTY BELL.

The Colonies Declare Themselves Independent States.—The Americans now saw that their resistance to England only made her more determined to enforce her hated tax laws. So they decided to separate from the mother country. On the 4th of July, 1776, the Congress at Philadelphia adopted a Declaration of Independence, written by Thomas Jefferson, of Virginia. The Declaration proclaimed that we were no longer English colonies, but independent States. As soon as the declaration was adopted the bell in the tower of the house in which Congress met was rung to announce the glad tidings to the citizens of Philadelphia. From Massachusetts to



MEMBERS OF CONGRESS SIGNING THE DECLARATION OF INDEPENDENCE.

Georgia the news of the Declaration was joyfully received, and since then the 4th of July has been celebrated as the birthday of the United States.

Discouragements for Washington.—After his great success in driving the British out of Boston, things for a while went badly with General Washington. He led his army to New York to defend that city from an expected British attack. But here the British turned the tables on him and drove his army from the city. He retreated across New Jersey, pursued by a British army. It was winter time; his men were poorly supplied with shoes, and their feet, cut by the sharp rocks, left bloody tracks in the snow. Reaching the Delaware River, he crossed to the western side, taking with him every boat he could find, so his pursuing enemies could not follow him. The Americans were deeply discouraged, and many harsh words were spoken against Washington by his own people.

A Victory on Christmas Night.—But George Washington never lost hope. He had learned that the time of discouragement is the time for greatest effort. On Christmas night his little army again embarked on the Delaware River. Though their hands were so stiff with cold that they could hardly hold their guns, and though the floating ice in the river threatened to upset their boats, they reached the New Jersey bank in safety. Then marching swiftly and silently to the town of Trenton, they burst upon the British force stationed there, surprising them in the midst of the dancing and drinking of their Christmas festivities. The British quickly surrendered. A few days later Washington gained another

great victory at Princeton, New Jersey, and the British were forced back toward New York. These splendid successes showed how great a general was our Washington.

Philadelphia Taken.—But more discouragements were in store for the Americans. A large British army sailed around to the head of Chesapeake Bay, defeated Wash-

RAISING A LIBERTY POLE IN PHILADELPHIA TO CELEBRATE THE DECLARATION.

ington's army in two battles, and occupied Philadelphia. Things now looked gloomier than ever. There was great suffering among Washington's men. They spent the winter at Valley Forge, Pennsylvania, in huts that poorly protected them from the cold. They had few blankets, many had no shirts, and hundreds were barefooted. Again unkind things were said of Washington, and an attempt was even made to have him removed from command.

Good News from France.—In the midst of these trying times there came glad news from across the water.

France had decided to help us in our fight against her old enemy, England. For some time she had been considering this step, when the news of a great victory won at Saratoga, New York, by an American army under General Gates over the British general, Burgoyne, hastened the decision. Hearing that French troops were coming to our aid, the British left Philadelphia and hastened back to New York. Among the French soldiers who fought for American liberty was General Lafayette. Washington had no braver officer, our country no truer friend, than this young Frenchman.

Tell about the fighting between the Virginians and the troops of the king's governor; the British attack upon Charleston, South Carolina. Why did the colonists decide to separate from England? Tell about the Declaration of Independence. Where did General Washington go after driving the British from Boston? What discouragements now befell him? What effect did discouragements have upon Washington? Tell about his victory at Trenton; the capture of Philadelphia by the British; the winter at Valley Forge. What good news came from France? What hastened the decision of France to help us? What effect did the news have upon the British army at Philadelphia?

CLOSING EVENTS OF THE WAR.

General Greene Sent to Defend the South.—After the splendid victory at Fort Moultrie, in the beginning of the war, the American cause had been faring badly in the South. One British victory followed another until Georgia and South Carolina were overrun by the British. Finally, by the advice of Washington, General Greene was placed in command of our Southern army. Greene soon proved himself a great general. Rarely risking a battle with his small army, and often retreating, he yet caused such heavy loss to his enemies that in little more than a year he had the British forces cooped up on the coast, and Georgia and the Carolinas freed from British control.

Battle of King's Mountain.—General Greene's success had been made possible by a great victory won just before he arrived in the Carolinas by American backwoodsmen from beyond the mountains. Many hardy frontiersmen from Virginia and from the Car-

BATTLE OF KING'S MOUNTAIN.

olinas had made homes for themselves on the western slopes of the Alleghany Mountains in what is now Kentucky and Tennessee. They kept the Western Indians from joining the British, and more than once left their homes and crossed the mountains to help the hard-pressed American forces. When Georgia and the Carolinas were overrun by the British the wilderness homes of these

brave pioneers were still free. A British commander led his army to the eastern base of the mountains, and sent a message to these "overmountain rebels" that unless they desisted from their opposition to British arms he would march into their country, hang their leaders, and lay waste their country with fire and sword. But alas for the proud British leader! this threatening message cost him his army and his life. It was quickly carried from settlement to settlement, and roused the frontiersmen like the blast of a trumpet. Trained in many an Indian fight to act always with lightning swiftness, an army under John Sevier and other pioneer leaders was soon on its way across the mountains to punish the insolent British. Queer-looking soldiers they were. Clad in buckskin trousers and homespun shirts, with bucktails in their hats, and armed with long knives and unerring rifles, a British officer in beautiful uniform would have laughed to see them. They came upon the British at King's Mountain, near the western Carolina border. The British were posted on top of the ridge. Sevier divided his force, and they rushed up the hill on three sides at once. The British leader was killed, and his army surrendered. This great victory raised the hopes of the discouraged Southerners, as the battle of Trenton had their Northern neighbors.

Washington's Bold Plan and the Victory that Closed the War.—After Greene's success in the Carolinas, General Cornwallis, his British opponent, marched his army into Virginia. After doing as much damage as he could to the Virginians, Cornwallis took his position at Yorktown, near Chesapeake Bay. Washington, who had been

watching the British in New York, now sent word to our friends, the French, to sail their fleet into Chesapeake Bay, while he slipped away southward before the British army in New York could stop him. Then his plan was to join his French allies in an attack upon Cornwallis at Yorktown. This fine plan succeeded perfectly. Poor Cornwallis was entrapped with the French ships on one side and an army of Americans and Frenchmen on the other. His men resisted bravely, but were compelled to surrender, October 19, 1781.

England Consents to Our Independence.—Washington's victory at Yorktown closed the war. England saw it was no use to try any longer to subdue her rebellious colonies. Besides, there were many Englishmen who believed from the first that the Americans were right in their resistance. A treaty of peace was signed (1783) in which England acknowledged the thirteen colonies to be "free and independent States." The Mississippi River was agreed upon as our boundary on the west, the Great Lakes on the north, and Florida on the south.

Our First Independent Government.—At the beginning of the Revolution the governors of most of the colonies were appointed by the king of England. When the colonies declared their independence they at once established State governments, with governor, legislature, judges, and other officers chosen by the people, as we have them now. But some kind of government over the colonies as a whole was also necessary. So during the Revolution we adopted a constitution, or form of government, for the United States. This first constitution was called the "Articles of Confederation." Under it we had no Pres-

ident, no United States judges. There was a Congress composed of only one house, which met at Philadelphia, then the capital. The Congress could declare war and make treaties with foreign nations, but could not levy taxes, and had scarcely any power over the people or the States. We lived under this constitution for seven years after the close of the Revolution before we changed it.

What can you say of the success of the British in the Southern colonies during the first part of the war? Tell what Genreal Greene accomplished. How did the settlers west of the Alleghanies help the American cause? What message was sent to them by a British general? What was the result? Describe the battle of King's Mountain. Where did the British general, Cornwallis, go after leaving the Carolinas? Tell how Washington outgeneraled Cornwallis. Where did Cornwallis's surrender take place? What was the effect of the victory at Yorktown? What change in the government of the colonies took place when independence was declared? Tell about the "Articles of Confederation."

CHAPTER X.

Benjamin Franklin.

How France Came to Help Us in the Revolution.—While General Washington in this country was fighting for the independence of the United States another American, with the same purpose in view, was working and talking for us at the capital of France. And had not his peaceful work beyond the ocean been so well done it is probable that all the bravery of Washington and his soldiers would not have gained our independence. Benjamin Franklin was the name of this fellow-worker with Washington. At the outbreak of the Revolution Franklin was the most famous man in the colonies. Congress sent him to Paris to try to get the French to help us. By his good sense, pleasing manners, great learning, and ready wit he became one of the best-known and best-liked men at the French capital. He not only persuaded the French to send sol-

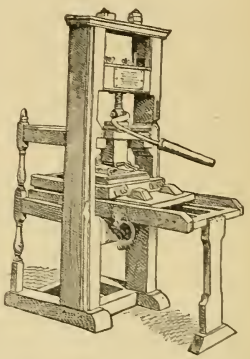
BENJAMIN FRANKLIN.

diers and ships to our aid, but he got them to lend us great sums of money with which to buy supplies for our needy troops. When the war was over, Franklin, then in feeble health, started to depart for America. The king ordered his own servants to take his American friend to the ship which was to carry him home. The king also presented him with his picture surrounded with diamonds.

Boyhood of Franklin.—This famous American and friend of kings was once a poor boy. He was born in Boston, and was the youngest but two in a family of ten boys and seven girls. His father earned his living by making soap and candles. It was little Benjamin's work to help boil the soap and to put the wicks in the candle molds, and to trim them. As soon as his older brothers were big enough to work they were hired out by their father. Ben learned to read so easily, however, that his father thought he would send him to school and make a minister of him. At school the boy was soon at the head of all his classes. But when his father found out how much it was going to cost to send his son to school and college, he took him from school and put him to work in his shop. Benjamin did not like to make soap and candles. He sometimes thought of running away to sea, as an older brother had done.

Franklin Becomes a Printer.—Noticing Benjamin's fondness for books, his father then determined to make him a printer. So Benjamin at twelve years of age was apprenticed to his older brother James, who had a printing office in Boston. He liked his new work because it enabled him to read books he could not afford to buy. Often he sat up nearly all night reading a borrowed book

which he had promised to return in the morning. Having heard some friends of his brother discussing the pieces they had written for his brother's newspaper, Benjamin determined to try his hand at writing. So, changing his handwriting as much as possible, he wrote a piece and slipped it under the office door one night. Next morning his brother found it, and liked it so well that he printed it, never dreaming it was written by a boy. Benjamin was so well pleased with his success that he sent in several other articles in the same way. When his brother found out who had written the pieces he was very angry. This brother was a high-tempered man, and sometimes he whipped Ben severely. When Benjamin was seventeen years old he determined to run away.



FRANKLIN'S PRINTING PRESS.

Franklin in Philadelphia.—By selling some of his books young Franklin got a little money. Then he took passage on a sailing vessel to New York. There was only one printing office in New York, and finding no work for him there, he decided to go on to Philadelphia. He walked fifty miles across New Jersey to a town on the Delaware River. Then he got on board a boat to sail down to Philadelphia. When he reached the city he found he had just one dollar left. He was hungry, and the first thing he did was to buy threepence worth of bread. The baker handed him three large rolls. As he had no valise, and as his pockets were stuffed full of

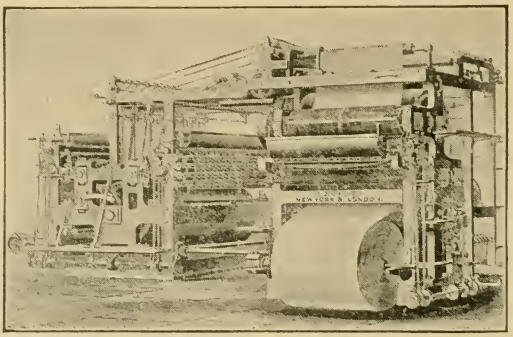
clothes, he put one roll under each arm, and walked up the street eating the third. At the door of one of the houses a young woman stood and smiled at the queer-looking boy with the rolls under his arms. This same young woman afterward became Franklin's wife.

Franklin Visits England.—The next day Franklin found work. His skill as a printer soon attracted notice. The governor of Pennsylvania suggested to him that he go to London to buy a printing press and type, and offered to furnish the money. The governor, however, was a man who did not keep his promises. Franklin sailed to England, but the promised letter from the governor never came. Reaching London, he had to go to work to earn his bread. The London printers were great beer-drinkers. As Franklin would drink nothing but water they laughed at him and called him "the water American." They told him that water would make him weak, but they found him the best swimmer and the strongest man of them all.

Franklin Starts a Printing Office of His Own.—Two years in England were enough for Franklin. He returned to Philadelphia, and soon opened a printing office of his own. His newspaper, *The Pennsylvania Gazette,* was said to be the best paper in the country. About this time he printed the first copy of *Poor Richard's Almanac,* which he continued to publish every year for twenty-five years. This *Almanac* was sold for five pence, and it found its way into almost every house in the colonies. Many of its wise and witty sayings have become proverbs, and have taught our people useful lessons. Some of these sayings are: "Honesty is the best policy;" "Keep your eyes open before marriage and half shut afterward;"

"God helps them that help themselves;" "Early to bed and early to rise makes a man healthy, wealthy, and wise."

Some Public Improvements Made by Franklin.— Franklin now began to grow rich. But he did not forget the welfare of others. He induced the people of Philadelphia to pave and sweep their muddy streets. He improved the smoky street lamps. He started the first public library in America. He established the first fire company in



MODERN STEAM PRINTING PRESS.

Philadelphia, as well as the first insurance company. He invented the open "Franklin stove" to take the place of the immense fireplaces then common. By means of a kite which he flew in a thunderstorm he drew a spark of electricity from the clouds, thus proving that lightning and electricity are the same. His essays on electricity were translated into other languages, and Franklin became the best-known American of his time.

Franklin's Services to His Country.—For more than forty years Franklin served his country in different public offices. He was postmaster of Philadelphia, postmaster-

general of the colonies, member of the Pennsylvania Legislature. In 1765 he was colonial agent in England, where he did all he could to prevent the passage of the Stamp Act. He was member of the Continental Congress, and one of the committee to draw up the Declaration of Independence. How he secured the aid of France in the Revolution has already been told. On his return home from France he was several times chosen governor of Pennsylvania. At the close of the Revolution he helped make the treaty with England which acknowledged our independence and fixed our western boundary at the Mississippi River. His last public service was as member of the convention which formed the Constitution of the United States. He died at the age of eighty-four, in the second year of President Washington's administration. He was buried in an old churchyard in Philadelphia, and it is said more than 20,000 persons attended his funeral.

Tell how Benjamin Franklin helped the American cause during the Revolution; about the French king's friendship for Franklin; the boyhood of Franklin; his life in his brother's printing office; his journey to Philadelphia; his first appearance in Philadelphia; his visit to England; his newspaper; his almanac; what he did for the welfare of the people; his study of electricity; his public offices; his death. Name some traits of Franklin's character that boys and girls of our time should copy.

CHAPTER XI.

From the Alleghanies to the Mississippi.

Daniel Boone, Hunter and Pioneer.

Work of the Pioneers.—When the Revolutionary War began the Alleghany Mountains marked the western border of the land occupied by the colonists. Of the great wilderness beyond the mountains, stretching westward to the Mississippi River, the northwestern part, from the Ohio River to the Great Lakes, was claimed by England as part of Canada; in the southwestern part the boundary separating us from Louisiana and Florida was unsettled; while the entire region was in the possession of Indian tribes ready to dispute their own claims against the world. About this time, however, settlers from Virginia and the Carolinas began to pour through the mountain passes and to dot the fertile Western valleys with their cabin homes. While the armies of Washington and Greene and other American leaders were fighting our country's battles east of the mountains these pioneers of the West were doing their part right nobly in the struggle. They kept the Indians from crossing the mountains to join the British armies in the Carolinas; they drove the savages farther westward, opening up the land to white settlement; they captured the few British forts in the West; and sometimes, leaving their homes, they crossed the mountains

and fought the British armies in the East. Among the pioneers who won for us this Western region, thus doubling our country's size, three of the foremost were Daniel Boone, George Rogers Clark, and John Sevier.

Boyhood of Daniel Boone.—Daniel Boone was two years younger than George Washington. He was born in

BOONE'S FAVORITE GAME.

Pennsylvania, but when a boy moved with his father's family to North Carolina. From the time that he could first handle a gun he was fond of hunting. Tall, slender, active, and strong, the longest mountain tramp never tired his iron muscles. In the rugged country of his boyhood home, schools were few, so Daniel spent much of his time in the woods with his gun. Bear, deer, panther, squirrel, and turkey were the game he usually hunted. On his long hunting expeditions he sometimes crossed over to

the western slope of the Alleghanies. Not long ago there was said to be still standing on the bank of a creek in what is now eastern Tennessee an old beech tree with some carving on the bark probably made by Boone himself. The letters—showing Boone to have been a better hunter than speller—read as follows: "D. Boone cilled [killed] a bar on [this] tree in the year 1760."

Boone Visits Kentucky.—Having heard of some fine hunting grounds far beyond the mountains, northwest of his home, Boone with five companions set out to visit the place. They traveled on foot. For five weeks they struggled on, climbing mountains and fording rivers. At last they came to the beautiful country now known as the "blue grass region" of Kentucky. Never before had they seen game in such abundance. There were great herds of buffalo and deer; bears, wolves, and panthers and other animals were plentiful. After a short stay Boone's companions returned home, but he himself remained to spend the winter in the hunting grounds. For three long months he was alone in the wilderness, without the companionship of even a dog or a horse, and often afraid to make a fire lest he should attract the notice of the Indians. It was two years after Boone started on this great hunting trip before he returned to his North Carolina home. His accounts of what he had seen made the Kentucky country famous all along the Virginia and Carolina border.

The Settlement of Kentucky.—Soon afterward Boone led a party of settlers into the Kentucky country. The road, or trail, they cut was the first path through the wilderness, and was afterward known as "Boone's Trail."

On the bank of the Kentucky River they built a fort. The fort was made of logs, and inclosed a space twice as long as broad, as shown in the picture. At each corner was a two-story log house with loop-holes to shoot from. For the wall of the fort, stout log cabins were arranged in straight lines at short intervals, the cabins being joined together by a high fence built of log posts sunk into the ground and firmly fastened together. The fort was entered through heavy wooden gates, that were closed with strong bars. In times of danger the cattle and horses were driven into the large open space within the fort.

PLAN OF BOONE'S FORT.

Boone Taken Captive.—Boone's fort was several times attacked by the Indians. Boone himself was once taken captive and was adopted as a son by a powerful chief. He was painted, decked with feathers, and dressed as an Indian, but all the while he was closely watched by his captors. He finally escaped and reached Boonesborough, as his fort was called, in time to prepare it for an attack which he had heard the savages planning. The Indians were beaten off, and Boonesborough was saved.

Home Life in the West.—Nowadays when a family moves from one part of the country to another they pack their furniture and bedding in wagons or on a freight car

to be carried to their new home. But with Boone and the first settlers west of the Alleghany Mountains the case was far different. To ride horseback or to walk were the only modes of travel possible over the rough mountain paths. A few cooking utensils, some salt and corn, a few bottles of medicine, and perhaps a little coffee were all they could carry with them. So when their log cabins in the West had been built they had to begin housekeeping with no furniture. The bed was frequently a heap of soft leaves piled in the corner with bearskins for blankets; a rough table built against the wall and a few three-legged stools completed the furniture of the first settlers' cabins. For breakfast and supper they had journey cake, or "johnnycake," made of corn meal and baked in the hot ashes. Along with the johnnycake the pioneer boys and girls had sometimes a slice of venison or bear's meat, or honey from a bee tree, or syrup from a maple tree. The men and boys wore suits of warm bearskin. Their caps, too, were made of bearskin, ornamented sometimes with the tail of a fox for a plume. There were log schoolhouses and log meetinghouses, or churches. In most of the schools the only books were a Testament, a primer, a spelling book, and an arithmetic. Hides of animals took the place of money. Two coon skins were equal in value to one fox skin or wild-cat skin; two fox skins, to one beaver skin, buckskin, or bearskin.

The First Western State.—After the close of the Revolutionary War there was a rush of settlers into the "overmountain" country. "Boone's Trail" became a fairly good wagon road, and boat loads of immigrants from the

East came down the Ohio River. At last Virginia consented that her "county of Kentucky" should become a separate State. In 1792 the State of Kentucky took her place in the new Union—the first State formed west of the Alleghanies, and the fifteenth State in order, Vermont, the fourteenth State, having been formed from New York and New Hampshire the year before.

Boone Moves Farther West.—As Kentucky became more thickly settled Boone longed for the lonely life of a hunter that he had once enjoyed. So he pushed westward, and finally crossed the Mississippi River. His old age was spent in the forests of southern Missouri.

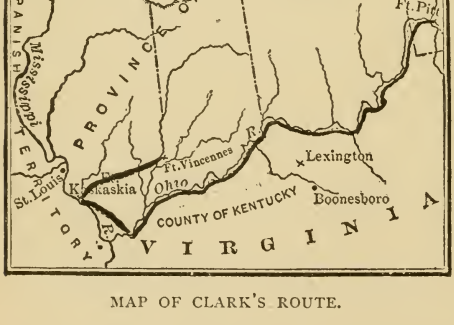
At the beginning of the Revolution who claimed the land between the Alleghany Mountains and the Mississippi River? What did settlers from Virginia and the Carolinas do to win this region? Name three of the foremost of these Western pioneers. Tell about the boyhood of Daniel Boone; about Boone's first visit to Kentucky. What was "Boone's Trail"? Describe Boone's fort. Tell about Boone's capture by the Indians and his escape. How did the moving of a family of Kentucky settlers differ from the moving of a family to-day? Tell about the settlers' homes; their food; their clothing; schools and churches; money. Tell about the progress of the Kentucky country after the Revolution; the last days of Daniel Boone.

General George Rogers Clark.

A Ball Interrupted.—One warm July night in 1778, while General Washington was fighting his country's battles in the East, a ball was going on in the British fort at Kaskaskia, in what is now the State of Illinois. Kaskaskia was an old French settlement, and French youths and maidens from the village mingled gayly with the British soldiers in the fort. Through the grim openings in the wall bright lights now shone out into the darkness, and the sound of violin music and of tripping feet was wafted upon the summer air. The sentinels, leaving the gates unguarded, were looking upon the gay scene or taking part in the dance. Suddenly a stranger entered an

open gate, and made his way unnoticed by the merry throng to the great hall where the dancing was going on. Here he stopped and with folded arms leaned against a doorpost, gazing silently at the dancers whirling past. An Indian lying on the floor looked intently in the stranger's face, then quickly sprang to his feet with an unearthly war whoop that rang out above the sounds of merriment. Instantly the dancing ceased. Women screamed, and men ran toward the door. The strange visitor alone showed no excitement. "Go on with your dance," he shouted, "but remember that you are now dancing under Virginia, and not under England." At the same time his followers, stationed outside, rushed into the fort and seized the officers.

Clark and His Bold Plan.—George Rogers Clark was the name of the American officer who had interrupted the dancing in the British fort. He was a young Virginian who with Boone and other pioneers had made his home in the "county of Kentucky." England at that time claimed all the land between the Ohio River and the Great Lakes as part of Canada, and to hold it she had strong



MAP OF CLARK'S ROUTE.

forts at Detroit (Michigan), Kaskaskia (Illinois), and Vincennes (Indiana). Virginia claimed the same region because it had been given her by one of her early charters. Clark formed the bold plan of raising a small force to surprise and seize the British forts in the Northwest, thereby taking the whole region from the British. Governor Patrick Henry, of Virginia, favored the plan, and furnished Clark with supplies and permitted him to enlist several companies of backwoodsmen. Clark's little army sailed down the Ohio nearly to its mouth (see map), then struck across the prairie to Kaskaskia. How they surprised and took the place has been told.

The March to Vincennes.—When the people of Vincennes heard of Clark's victory at Kaskaskia they at once surrendered to his messenger who brought the news. During the winter, however, a British force from Canada occupied the place. Their intention was to go on and drive Clark back south of the Ohio. But Clark determined to strike first. It was two hundred and forty miles from Kaskaskia to Vincennes. Much of the country was overflowed from heavy rains, and was waist-deep in water. Nevertheless Clark and a little band of heroes started out to surprise their enemies. For days they marched through water sometimes up to their shoulders. They were in constant danger from the Indians. They could get no food on the way, and were so weak from hunger that they could scarcely walk. Any other leader would have turned back. But Clark cheered on his men, plunging in the water ahead of them and sharing every hardship. At last Vincennes was reached, and after a short struggle the fort was captured.

What We Owe to Clark.—The capture of these British forts by Clark and his followers gave Virginia possession of the Northwest Territory. But for the heroism of George Rogers Clark the Ohio River instead of the Great Lakes might be to-day the southern boundary of British Canada. In later years Virginia gave up to the United States her claim to this great Northwest Territory. Out of it five splendid States have been carved—Ohio, Indiana, Illinois, Michigan, and Wisconsin.

Tell about the ball in the British fort at Kaskaskia, and how the dancing was interrupted. Where is Kaskaskia? When did this ball take place? Tell all you can about the American officer who interrupted the ball. By whom was the land between the Ohio River and the Great Lakes claimed? Tell about Clark's plan and his journey to Kaskaskia; the effect that the news of Clark's success had upon the people of Vincennes; upon the British in Canada. Tell about Clark's march to Vincennes. What do we owe to George Rogers Clark? What changes in this territory afterward took place?

John Sevier, the State Builder.

A Ride Across the Mountains, and What Came of It.—In the spring of 1772, three years before the battle of Lexington and one year before Daniel Boone formed his first settlement in Kentucky, three horsemen crossed the mountains from southwestern Virginia into what is now Tennessee. Their purpose was to visit a new settlement on the Watauga River, on the western slope of the Alleghanies. One of the visitors was so pleased with what he saw that he decided to leave his comfortable Virginia home and join the frontiersmen in their little group of cabins on the Watauga. This man, then twenty-six years old, was John Sevier, the founder of the State of Tennessee.

The First Government West of the Mountains.—One day not long after his arrival at the Watauga settlement Sev-

CLARK AND HIS MEN IN THE ICY WATER.

ier saw a big, fierce-looking gambler take a horse away from a peaceable stranger, claiming he had won the animal in a bet. "Is there no law here to prevent such deeds?" asked Sevier. "No," the frontiersmen replied, "but don't be uneasy; that rascal won't stay here long!" This did not satisfy Sevier. He got the people to meet and choose officers who should make laws, try offenders, and punish the guilty. Sevier himself was chosen one of the five judges, the youngest of the five. This government lasted several years, and was the first government formed west of the Alleghanies.

Nancy Ward Saves the Settlements.—During the Revolution, British agents among the Indians were constantly trying to stir up the Western tribes to rise against the whites and join the British armies near the coast. Early in the war these agents sent fifty horse loads of ammunition to the Cherokees of southeastern Tennessee. At once the Indians began an attack upon the frontier settlements. But among the Cherokees was a woman, Nancy Ward by name, who was honored and feared by the red men because they believed she had the gift of prophecy. Fortunately, she was a firm friend of the whites; often she visited the cabins and played with the little children. She overheard the warriors of her people planning an attack. Slipping silently through the forest, she gave the alarm at a settler's cabin, then hurried back to her wigwam. Most of the white families hastened to the nearest forts and were saved. Many other times Nancy Ward saved the lives of the settlers. All honor to this Indian squaw, "the Pocahontas of Tennessee"!

Katherine Sherrill's Foot Race.—Alarm at Nancy

Ward's warning soon caused the Watauga fort to be crowded with women and children. One morning, while some of the women were outside the fort milking the cows, a band of Indians burst upon them. The women ran for their lives, and all except one got safely inside the gate. Katherine Sherrill was a tall, brown-eyed girl, straight as an arrow, and graceful as a deer. The Indians were between her and the gate of the fort. John Sevier wished to rush out to her rescue, but was held back by his friends, who thought he would certainly be killed. But Katherine, seeing she was cut off from the gate, ran toward the part of the wall nearest her. With all her might she jumped, grasped the top of the wall, and swung herself up. John Sevier was there to catch her in his arms and help her down safe inside the fort. Now, John had already begun to court the swift-footed Katherine. Not long after her Indian foot race she became his wife. Sevier led many expeditions against the Indians. He surprised them in their mountain homes and beat them in every fight.

Tennessee Becomes a State.—John Sevier's home was on the Nolichucky River. "Chucky Jack" was the name he went by among the frontiersmen. He was feared by the Indians and loved by the white settlers. When he rode through a settlement men, women, and children ran to the road to see him and to shake his hand. Every year the number of settlements increased, and the Indians were driven farther westward. Finally North Carolina agreed that her territory west of the mountains should become a separate State. So Tennessee came into the Union (1796), the second State formed west of the Alleghanies.

John Sevier was the first governor of the State, and was six times chosen to the office.

Alabama and Mississippi.—Following the example of Virginia and North Carolina, Georgia gave up to the United States her western lands. Out of this territory the States of Mississippi (1817) and Alabama (1819) were afterward formed.

Tell about John Sevier's first trip across the mountains; about the establishment of the first government west of the Alleghanies; about the efforts of the British to stir up the Indians against the settlers of the West; about Nancy Ward, and how she saved the settlements; about Katherine Sherrill's foot race; John Sevier's love for Katherine. What was Sevier's nickname? How did the Indians regard him? the whites? Tell about the formation of the State of Tennessee. What States were formed from the territory west of Georgia?

CHAPTER XII.

The New Government Started.

PRESIDENT GEORGE WASHINGTON.

A New Constitution Adopted.—The "Articles of Confederation," the form of government of the United States which was adopted by the different States during the Revolution, proved unsuccessful. Our Congress could make laws, but there was no way to compel people to obey them. Congress could not tax the people, so there was no money to carry on the government unless the different States chose to grant money for this purpose. Seven years' trial of the Articles proved to the people that a change must be made. So representatives from the different States met in Philadelphia to try to improve the Articles. George Washington was made president of the meeting. Benjamin Franklin, now an old man, was one of the members. After long discussion the present Constitution of the United States was agreed upon to take the place of the Articles of Confederation. The proposed Constitution was then sent out to the different States, and was approved by each of them.

How the New Government Differed from the Old One.—The new Constitution provided for a Congress to make laws, but this Congress was composed of two bodies, or

"houses," instead of one. One house, called the "Senate," is composed of two senators from each State; the other, called the "House of Representatives," is composed of members chosen according to the population, the most populous States having the largest number of representatives. The Constitution also established a new office,

WASHINGTON ON HIS WAY TO BE INAUGURATED PRESIDENT.

that of "President of the United States." It is the duty of the President to see that the laws of the United States are enforced, and, that he may better do this, he is made commander of the army and navy. By the new Constitution also a Supreme Court of the United States and other courts were established to try violations of the laws of Congress and certain other cases that do not properly

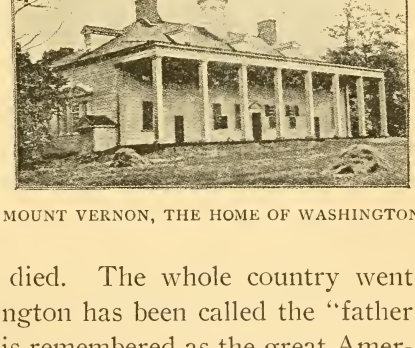
come before the courts of the States. Neither Congress nor the President can interfere with State affairs, but Congress is given power to lay taxes and to make laws on certain subjects which concern the people of all the States.

The New Government Started.—The Constitution was accepted by the required number of States in the year 1789, and the people at once began to select the officers of the new government. For the first President of the United States only one name was thought of—that of General George Washington. Every vote was cast for him. As he traveled on horseback from his Virginia home to New York city, which was then the capital of the United States, children threw flowers before him and the people everywhere along the roadside welcomed him with joyful shouts. Standing on the balcony of Federal Hall, in New York, while a great crowd filled the street in front of him, Washington solemnly promised that he would faithfully perform his duties as President, and would preserve, protect, and defend the Constitution of the United States. Then a mighty shout, "Long live George Washington, President of the United States!" rose from the multitude.

President Washington.—Washington was fifty-seven years old when he became President. Many difficult questions had to be settled that required a strong hand and a clear head. The people of western Pennsylvania refused to pay the tax on whisky levied by Congress. The President promptly ordered out troops and forced them to submit. The Indians in the Northwest made war upon the white settlers. Washington sent three

armies against them and completely subdued them, driving them still further westward. The French tried very hard to get us to help them in their war against England, but Washington steadfastly refused, believing our country too young and feeble to enter upon a foreign war. In short, Washington, as President, met every difficulty wisely and well, just as he had met and overcome difficulties before when a surveyor in the wilderness of the Virginia frontier, when a soldier in the French War, and when a general in the Revolution.

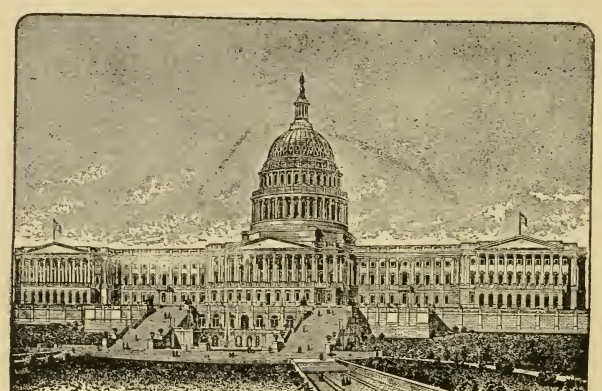
Death of Washington.—When his four years' term of office was out the people again chose Washington President, and they wanted to make him President a third time, but he would not permit it. He retired to his home, Mount Vernon, in Virginia, on the bank of the Potomac, and there busied himself managing his large estate. Two years later (1799) he died. The whole country went into mourning. Washington has been called the "father of his country," and he is remembered as the great American who was "first in war, first in peace, and first in the hearts of his fellow-citizens."



MOUNT VERNON, THE HOME OF WASHINGTON.

The Capital Changed.—Soon after Washington became President the capital was moved from New York to Philadelphia. Ten years later (1800) it was removed to a

spot selected by Washington on the north bank of the Potomac. Here a city was laid out in the woods, and was named Washington, in honor of the father of his country. The district in which the new city was to be built was given to the United States by the States of Maryland and Virginia, and in honor of the discoverer of America was called the District of Columbia. Virginia's part of the gift, lying south of the Potomac, was not needed, and



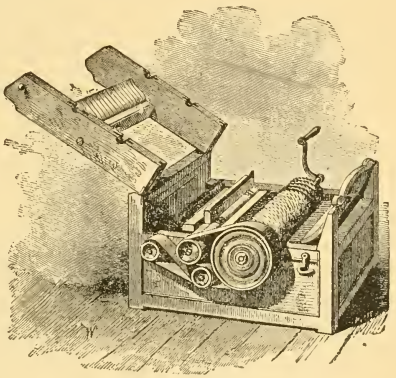
THE CAPITOL AT WASHINGTON.

was afterward returned to her. Washington is now one of the most beautiful cities in the world.

Why so Little Cotton was Raised in Washington's Time. —At the time that Washington became President shiploads of tobacco and rice from the Southern States crossed the ocean every year, but all the cotton sent over in a year amounted to not more than a dozen bags—hardly one bale. If Washington had traveled from Virginia to Georgia he would have seen occasional small patches of

cotton, but not a single large field of the plant. It did not pay to plant cotton, and there was very little of it raised anywhere in the world. The reason of this was that in those days the lint had to be picked from the seed by hand, and this was slow work. It took one person all day to pick out one or two pounds of cotton from the seed. Cotton cloth, which now costs ten cents a yard, then cost one dollar and a half a yard.

The Cotton Gin Invented.—The people of Georgia were so grateful to General Greene for driving the British from the Southern States that they gave him a farm. Eli Whitney, a young school-teacher from Massachusetts, while staying for a while at the home of the Greenes in Georgia, mended an embroidery frame for Mrs. Greene. Mrs. Greene was delighted with his skill, and when some guests at her home some time afterward were speaking of the difficulty of separating cotton seed from the lint, and wishing that some quicker way of doing this work could be found, she exclaimed, "Why, gentlemen, just ask my young friend, Mr. Whitney; he can do anything!" Whitney set his brains to thinking, got some cotton in the seed to work upon, and soon had invented a machine which we call the "cotton gin" (cotton engine).



THE FIRST COTTON GIN.

What the Cotton Gin Did for the South.—With the cotton gin one man can clean as much cotton as one hundred men could clean with their hands. Cotton at once became the best-paying crop in the South. Southern planters hastened to buy as many slaves as possible to work in the cotton fields. Cotton cloth came into general use, and mills were built in the Northern States to make the Southern cotton into cloth. Ships had to be built to carry American cotton to Europe. Instead of a few bags of cotton the Southern States now raise every year over 10,000,000 bales. In many ways the invention of the cotton gin influenced the life of our people and the history of our country.

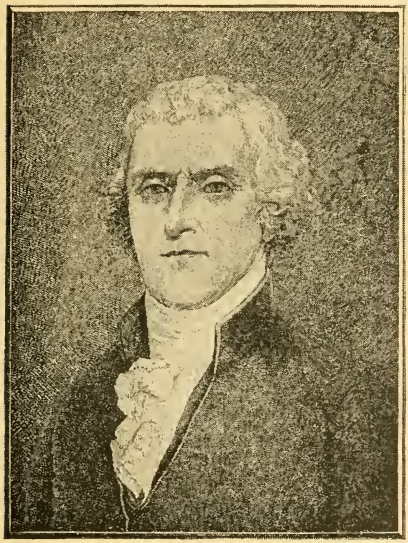
Why were the Articles of Confederation unsuccessful? How long were they in force? Tell about the change to our present Constitution. Mention some of the ways in which the new government differed from the old. When did the new Constitution go into effect? Tell about the election of the first President; his ride to the capital; his inauguration. How old was Washington when he became President? Mention three difficult subjects he had to deal with. How did he meet the difficulties of the President's office? What shows how the people liked his course as President? Where did he die? How was the news of his death received? What change of capital was made while Washington was President? Tell about the selection of a spot for our present capital; its name; the district in which it is situated. In Washington's time what were the great crops of the South? What can you say of the amount of cotton raised then? Why was this? Tell about the invention of the cotton gin. What were some of the effects of this invention?

CHAPTER XIII.

Thomas Jefferson.

About Jefferson's Life.

Thomas Jefferson Starts on a Journey.—You remember that near the close of the French War Colonel George Washington went with his bride to Williamsburg to take his seat as a member of the House of Burgesses of the Virginia colony. In that same year a Virginia boy, who, like Washington, afterward became famous in his country's history, set out from his home for the town of Williamsburg, to enter the College of William and Mary. Thomas Jefferson was the name of the youthful seeker after knowledge. His home was near the foot of the mountains, in what was then the far West of the Virginia settlements. It was a long ride to the capital of the colony, but our young traveler had a strong, active body that was not easily tired. From his earliest boy-



THOMAS JEFFERSON.

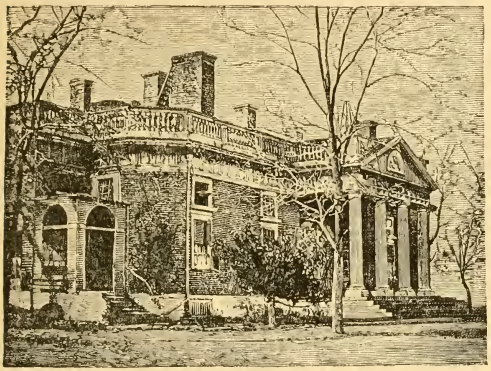
hood he had been trained by his father to swim, to shoot, to ride, to climb. And then the journey was made easy by frequent stops at the hospitable homes on the way.

Jefferson Spends a Merry Christmas.—Having started on his journey in December, the Christmas holidays found young Jefferson a guest at one of the homes on the road. Among the other Christmas visitors was a gay, rollicking young fellow named Patrick Henry. Henry had kept a country store, but had recently failed in business, and had not yet decided what to do next. His failure, however, did not make him sad. By his funny stories, his fiddling, dancing, and jokes, he kept the young people of the company in constant laughter. Jefferson, being himself a good violinist, and fond of pleasant company, was much attracted to the merry fiddler.

Jefferson at College.—The Christmas season over, Jefferson continued his journey to Williamsburg. He had been so diligent in his previous school work that he was well advanced in his studies, and entered a high class in college. He was now not quite seventeen years old, tall, slender, sandy-haired. He studied hard, yet he did not neglect regular exercise. Every evening at twilight he took a run of a mile. Thus, while improving his mind he kept his body strong. He spent many pleasant evenings at the home of the governor, where his skill with the violin made the young student a welcome visitor. Two years after entering college he graduated.

Thomas Jefferson's Home.—Like George Washington, Thomas Jefferson in early boyhood had to mourn the death of his father. Being the eldest son, Thomas then assisted his widowed mother in the management of their

large wheat and tobacco plantation. There were no pianos or organs in the homes of that time. Yet Thomas and his eldest sister had fine voices, and to the accompaniment of the brother's violin they made their home musical with the latest songs as well as with the old familiar hymns. As a schoolboy Jefferson was timid, yet fond of play. He was a hard student, and always ranked among the first in his classes. After he grew to manhood the home, "Shadwell," in which he had been born and where he had lived with his mother and sisters and little brother, burned to the ground. Nearly everything in the house, including Jefferson's books and papers, was lost. Thomas was absent at the time. The negro boy who brought him the bad news added with a joyful grin that his master's fiddle was saved. Jefferson then began to build the house which was his home until his death, and near which his body is buried. He called the new home "Monticello," or "Little Mountain," from its situation on a beautiful height near the town of Charlottesville.



MONTICELLO, THE HOME OF JEFFERSON.

Jefferson Studies Law and Listens to a Great Speech.— After graduating at William and Mary College, Jefferson

returned to Williamsburg to study law. It happened about this time that the news of the passage of the Stamp Act reached Virginia, and the burgesses at once began to discuss the measure. Young Jefferson entered the hall and stood near the door to hear what was said. His gay fiddle-playing acquaintance, Patrick Henry, who had surprised everybody by studying law and becoming a successful lawyer, was now a member of the House and took part in the debate. Henry's burning words startled the assembly. He declared that not the king of England, nor Parliament, but the Virginia burgesses alone, had the right to tax Virginians. Then, speaking of the injustice of King George the Third, he cried out, in a voice of thunder, "Cæsar had his Brutus, Charles the First his Cromwell, and George the Third—" At this point many members, thinking he was going to threaten the death of King George the Third, sprang to their feet and interrupted his speech with loud shouts of "Treason!" "Treason!" But Henry with pale face and flashing eyes waited till the uproar had ceased, then finished by saying, "George the Third may profit by their examples. If that be treason, make the most of it!" Young Jefferson never forgot this scene. He said it seemed to him that Patrick Henry spoke like the grand poet Homer wrote.

Jefferson in Public Life.—Not long after he began the practice of law Jefferson himself became one of the Virginia burgesses. Then he was sent to Congress. He was not a good speaker, but he was a fine writer. He favored the Revolution, and was appointed with several others to write the Declaration of Independence. The other members of the committee asked Jefferson to write

it. He did so, and the great Declaration prepared by him was signed by the members of Congress on the 4th of July, 1776. Jefferson was a great believer in equal rights for all citizens. Among the laws of Virginia which he succeeded in getting passed was one giving religious freedom to all the people. He followed Patrick Henry as governor of Virginia during the Revolutionary War. After the war Congress sent him to France as American minister. When General Washington became President he made Jefferson his Secretary of State. He was Vice President of the United States under President John Adams. In 1800 he was elected President of the United States.

Death of Jefferson.—Adams, the second President, and Jefferson, the third, both lived to be old men. Strange to say, they both died on the same day, and that day the 4th of July, 1826—just fifty years from the day on which Jefferson's great work, the Declaration of Independence, was signed. On his tombstone at Monticello are carved the words which before his death he asked to be placed there. These words tell three great deeds of his life by which he wished to be remembered. They read:

Here was buried

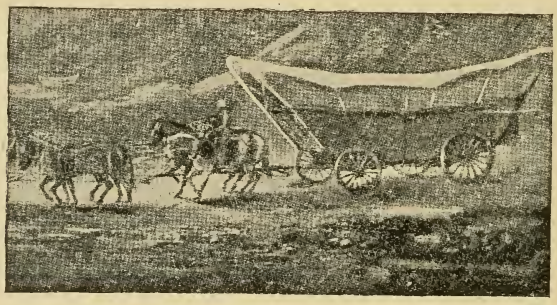
Thomas Jefferson,

AUTHOR OF
THE DECLARATION OF AMERICAN INDEPENDENCE,
OF THE
STATUTE OF VIRGINIA FOR RELIGIOUS FREEDOM,
AND
FATHER OF THE UNIVERSITY OF VIRGINIA.

Mention two famous Virginians who went to Williamsburg the same year, near the close of the French War. What was the purpose of each? Tell about Thomas Jefferson's journey; the merry Christmas he spent on the way; his life as a college student. What sorrow befell Jefferson when a boy? Tell about Jefferson's boyhood; the burning of his home; the home he afterward built. What did Jefferson do after graduating? Tell about the great speech which he heard. To what different offices was Jefferson chosen? What great paper did he write while in Congress? What law of Virginia did he write? Tell about his death; the words on his tombstone.

From the Mississippi to the Rocky Mountains.

Why We Wanted the Mouth of the Mississippi.—Who should own the land at the mouth of the Mississippi was an all-important question to the settlers of the Western region won by Clark, Boone, Sevier, and their com-



FREIGHT WAGON OF JEFFERSON'S TIME.

rades. There were no cities west of the Alleghanies, and the only market for American crops was in the Atlantic States or in Europe. But railroads had not been dreamed of, and there were not even good wagon roads across the mountains; the Ohio and Mississippi Rivers then became the great highways of Western commerce. Boat loads of wheat, corn, hides, and other produce floated down these rivers to New Orleans, and were there loaded upon ships to be carried to the markets of the

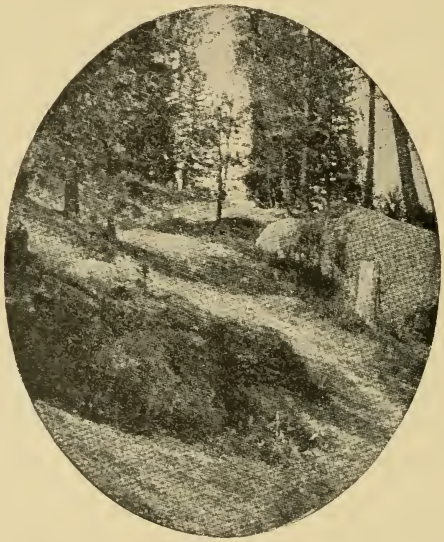
world. When Thomas Jefferson became President, France owned not only the land on the west bank of the Mississippi, but near the mouth of the stream she owned both banks. It would be easy for the guns of her forts at New Orleans to stop any ship passing in or out of the river, or to make them pay a tax for the privilege of passing. The Western farmers were determined that their road to market should not be interfered with, so they insisted that the United States should in some way get possession of the land around New Orleans.

How France Came to Sell.—President Jefferson sent one of our citizens to France to urge that country to sell us New Orleans and the region around the mouth of the Mississippi. France at that time was engaged in a European war, and needed money. She feared that her enemy England would attack Louisiana. She also knew that hardy American frontiersmen had already begun to cross the Mississippi into her possessions, and with their ideas of liberty and independence they might give her trouble. So she offered to sell President Jefferson not only New Orleans, but her whole Louisiana Territory. The price she named, fifteen million dollars, we gladly paid (1803). Nowhere was there greater joy over our bargain than among the farmers of Tennessee, Kentucky, and Ohio.

The "Louisiana" We Bought.—The Louisiana which we bought was the western half of the Louisiana named by La Salle and claimed by him for France a hundred and twenty years before. Beginning with the present State of Louisiana, it extended northward to the source of the Mississippi and northwestward to the Rocky Mountains.

By buying it President Jefferson more than doubled the size of the United States. Nine great States and a large part of three others, besides two Territories, have been formed from the "Louisiana Purchase."

Exploring Our New Purchase.—Most of the Louisiana Purchase had never been visited by a white man, and was



PATH OF LEWIS AND CLARK THROUGH THE ROCKY MOUNTAINS.

as little known to the people of the United States as is the north pole to-day. Many strange stories were told about this Western country. It was said that near the Rocky Mountains lived a tribe of Indian giants; that in the far West was a mountain of pure salt a hundred and eighty miles long, with brooks of salt water running down its sides. President Jefferson determined to find out the

truth about our new possession. He sent out an exploring party under two captains, Meriwether Lewis and William Clark (brother of General George Rogers Clark). Their orders were to follow the Mississippi River to its source, to cross the Rocky Mountains, and to descend the Columbia River to the Pacific Ocean.

The Expedition of Lewis and Clark.—The party started up the Missouri River in one large boat driven by sails and oars and in two smaller rowboats. Their boats were loaded with food, such as coffee, sugar, crackers, and dried meat, with clothing and tools, and with presents of beads, blankets, and knives for the Indians. The explorers left St. Louis in the spring. By the end of summer they reached the Platte River. Here on a bluff they held a council with the Indians, and called the place Council Bluffs. Late in the autumn they had reached what is now the State of South Dakota. They decided to go into camp for the winter. So they landed on an island in the river on which there was plenty of timber, and began to cut down trees for their winter huts. In the spring they started again. At last the current of the river became so swift that they could not use their boats. An Indian guide was found who led the men, tired, foot-sore, and half-starved, across the Rocky Mountains. Coming to a river, they built new boats and began to descend the stream. It brought them to the Columbia. Their voyage down this river took several weeks, and it was late in autumn when they heard the roar of the waves of the Pacific, and felt that their long journey was ended. They spent the winter on the Pacific coast, and the following spring started on their homeward journey.

They reached St. Louis two years and four months after they had set out.

Results of the Work of Lewis and Clark.—The account of their journey written by Captains Lewis and Clark was eagerly read. People began to realize the great value of the Louisiana Purchase. The "Great West" lay now be-

A GROUP OF WESTERN INDIANS.

yond the Mississippi instead of beyond the Alleghanies. In exploring the Columbia River, Lewis and Clark had strengthened our title to the Oregon country beyond the mountains. The United States already had a claim to Oregon on account of the visit of an American ship to the mouth of that river thirteen years before.

Why was the question of the ownership of the land at the mouth of the Mississippi so important to the settlers west of the Alleghanies? When Jefferson became President who owned this land? What did the Western farmers demand? What induced France to sell us Louisiana? What was the price paid? What can you say of the size of the "Louisiana" President Jefferson bought? Tell how little was known of our new purchase. What exploring party did President Jefferson send out? What were they directed to do? Tell about the expedition. What were some of the results of the work of Lewis and Clark?

We Teach the Pirates of Africa a Lesson.

How the Pirates Treated Our People.—The Revolutionary War proved how well we could defend ourselves against foreign armies on our own soil. About twenty years later, while Thomas Jefferson was President, we had a chance to show the world that we were ready and able to take care of our people and our flag in distant parts of the earth. The northern coast of Africa was the home of pirates who made a business of capturing the ships of other countries. The sailors and passengers of the captured ships were thrown into prison or made to work as slaves. They were cruelly treated, being poorly fed, and for the slightest offense severely punished. Unless their friends were able to pay the pirates a large sum for their ransom the poor captives had to spend the rest of their days in slavery. Every year American ships were captured by the pirates and American citizens made captive.

The United States Decides to Punish the Pirates.—The nations of Europe were in the habit of paying the pirates in advance every year not to attack their ships. The United States did so for a while; then we determined to use powder and lead instead of gold to make the pirates respect our flag, and stop their outrageous conduct toward our ships. President Jefferson sent four ships of war to the Mediterranean Sea to protect our merchant vessels. Our little fleet captured several pirate ships and took a number of prisoners.

Lieutenant Decatur's Brave Deed.—One of our warships, the *Philadelphia,* while chasing a pirate vessel, stuck fast on a rock in the harbor of Tripoli, and had to

surrender. The crew of the *Philadelphia* were thrown into prison, and the ship itself was added to the pirate fleet. As we could not recapture our ship a bold plan was formed to destroy it. Lieutenant Decatur, commanding a small vessel he had captured a short time before, sailed into the harbor by night, and ran alongside the *Philadelphia* before the enemy discovered that his crew were Americans. Then his men sprang on board the *Philadelphia,* killed or chased overboard the pirate crew, set fire to the ship, and sailed away in the light of the flames without the loss of a man.

The Pirates Promise to Respect Our Flag.—After this our fleet bombarded the pirate capital, and at the same time we sent a force to attack the city by land. The ruler of the pirates then begged for peace, and promised to make a treaty by which he would let our ships alone without being paid for it. Thus the young government of the United States gave notice to the world that ships flying the Stars and Stripes would be protected on whatever waters they sailed.

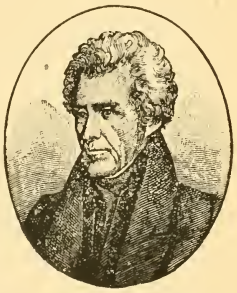
Tell about how the pirates of Africa treated our people in President Jefferson's time. What were European nations in the habit of doing? What did the United States at last decide to do? What steps did President Jefferson take to protect our ships? Tell about Lieutenant Decatur's brave deed; the defeat of the pirates. By this war what did we show the world?

CHAPTER XIV.

Andrew Jackson.

THE WAR OF 1812. THE PURCHASE OF FLORIDA.

Andrew Jackson's Boyhood.—When the Revolutionary War began Mrs. Jackson, a widow, was living with her two sons in a log cabin in the backwoods of North Carolina. Andrew, the younger of the boys, was at that time eight years old. The little family was very poor. The boys went to school in a log cabin in the woods. But as they had to work hard to help their mother make a living, and as their home was in the path of the British army, they could not stay long at school, so did not learn much in their books. Once the boys were captured by British soldiers, and Andrew was ordered by an officer to clean his muddy boots. Andrew refused to obey, and the angry officer struck him with a sword, leaving a scar that he bore the rest of his life. Both boys were thrown into prison, where they took the smallpox. They recovered from the smallpox, but Andrew's brother died soon after he was released from prison. Before the war ended Andrew's mother died, leaving him, a boy of fourteen, alone in the world.



ANDREW JACKSON.

Jackson Moves to Tennessee, and is Elected to Office.—Andrew tried supporting himself by making saddles and harness; then by keeping a country store; finally he studied law and became a lawyer. He moved to Tennessee, and though he knew little about law, yet his

JACKSON REFUSING TO BLACK BRITISH OFFICER'S BOOTS.

knowledge of human nature and his rough honesty made him popular, and he was elected judge. Afterward the people of Tennessee elected him to Congress. Jackson was a strong-willed man with a high temper that frequently got him into fights.

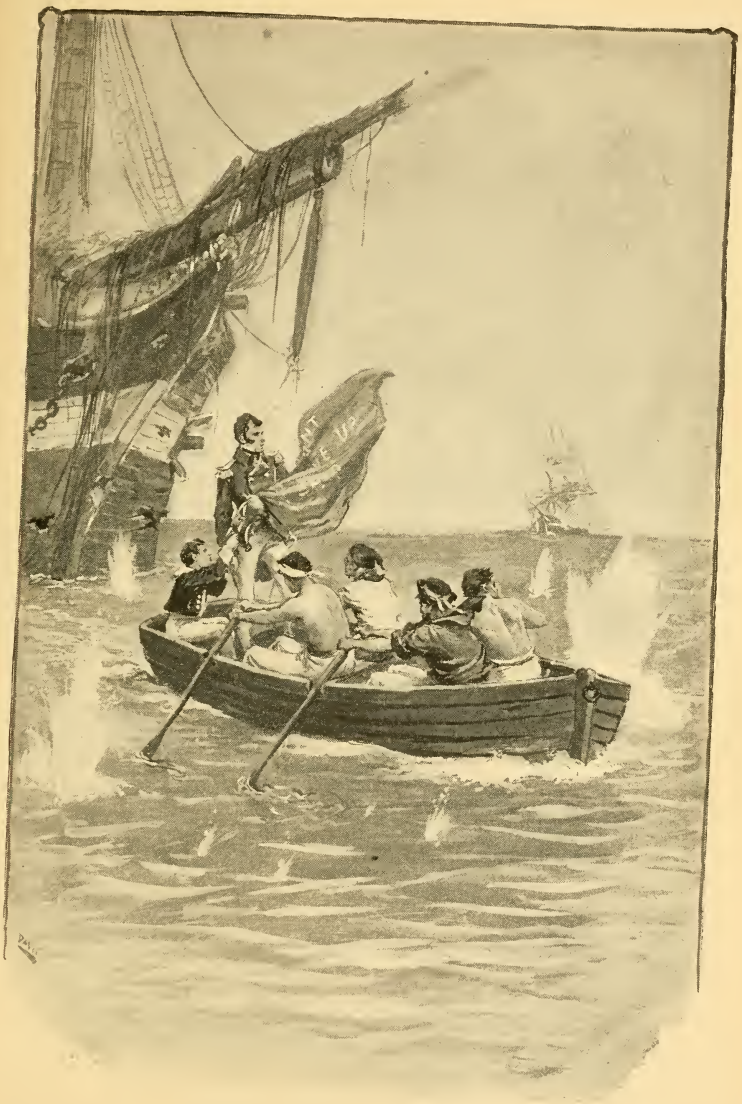
Beginning of Our Second War with England.—When Andrew Jackson was about forty-five years old our country had another war with England. This war is often called the War of 1812 because it began in that year.

For some time England and France had been fighting each other. In order to injure her enemy, England passed law that no American ship should trade with England or with any country allied to France. France then made a law that no American ship should trade with France or with any of her colonies. Both France and England claimed the right to seize any of our ships caught violating these laws. As England had a far stronger navy than France she seized more of our ships than France did, and caused us greater loss. Besides this, English officers would force their way on board our ships, and if they found one of our sailors whom they believed to be an Englishman they would take him off with them. Often these officers refused to listen to our men. Thousands of native-born Americans were thus seized and made to serve on English ships. At last we decided to make England stop her insults; in the year 1812 we declared war against her.

Perry's Victory on Lake Erie.—Most of the land battles of the war were fought on the Canadian frontier. Our armies made several attempts to invade Canada, but they met with poor success. Yet we were able to keep the British armies from getting very far into our own territory. The most important battle in this region was fought on Lake Erie. The British fleet on the lake was commanded by an experienced officer who had served in European wars. The commander of the American fleet, Captain Oliver H. Perry, was a young man who had never before been in a naval battle. From the mast of Perry's ship floated a blue flag bearing in large white letters the words, "Don't give up the ship!" These were

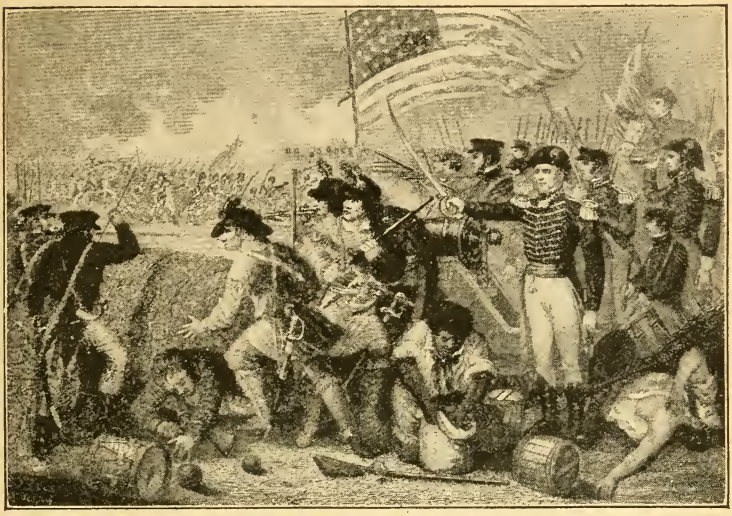
the last words of the brave American captain, Lawrence, who had been killed in a naval battle on the Atlantic a few months before. Perry's ship was attacked by two of the enemy's vessels, and all on board except himself and a few others were killed or wounded. After helping to fire the last gun he jumped into a boat, carrying his flag with him, and started for another one of his ships which was yet unhurt. Showers of cannon balls and musket shot fell around his little boat, but it made the passage safely. Perry climbed on deck, flung his blue flag to the breeze, and in fifteen minutes every British ship had surrendered.

Jackson's Victory at New Orleans.—On the Atlantic Ocean our seamen won the admiration of the world by many glorious victories. On land, however, the British were generally successful. Washington city was captured, and our Capitol was burned. The British then prepared to take New Orleans. Fifty ships carrying twelve thousand men sailed to attack the city. Andrew Jackson was sent to defend this place. A short time before this Jackson had won a great victory over the Creek Indians of Alabama, and he was now "General" Jackson. His little army at New Orleans was only half as large as that of the British. Nevertheless he hastily made a long breastwork of earth and cotton bales, and behind this calmly awaited the enemy. When the British soldiers came within shot of Jackson's Kentucky and Tennessee riflemen there was a sheet of flame from the earthworks, and the long line of redcoats melted away. Again and again they tried to reach our breastworks, but in vain. Their defeat was a severe one. The British general and more than two thousand of his men were killed. In the Amer-



PERRY'S VICTORY ON LAKE ERIE.

ican army there were only eight men killed and thirteen wounded. This last batttle of the war was fought in



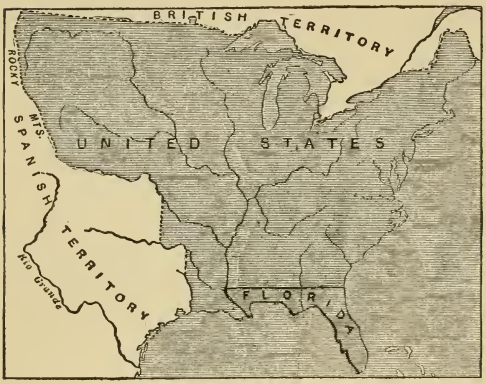
THE BATTLE OF NEW ORLEANS.

1815. The 8th of January (the day of the victory) has since been celebrated as a holiday by the people of Louisiana, and Jackson is known as the "hero of New Orleans."

The War Ended.—Two weeks before the battle of New Orleans both sides signed a treaty of peace in the city of Ghent, in Europe; but we on this side of the water knew nothing of it. There were no telegraphs and railroads in those days, and steamboats had not yet dared to cross the ocean. On the day of the battle a ship bearing the news of peace was slowly plowing her way through the waves in the middle of the Atlantic, with nothing but the wind against her outspread sails to drive her onward. When she at last reached our shores we realized that the battle

of New Orleans need never have been fought. We gained what we fought for in the war. Though England made no promises in the treaty, she has never since tried to seize our ships or arrest our seamen. The nations of Europe began to respect us as they never had done before.

Purchase of Florida.—After the Creek Indians of Alabama were defeated by General Jackson many of them fled to Florida and joined the Seminole tribe of that section. Led by their chief, "Billy Bowlegs," these Indians made raids into Georgia, driving off cattle, stealing slaves, and murdering settlers. General Jackson was sent against them. "Old Hickory," as the people called him, made short work of the Indians. He quickly chased them out of Georgia into Florida. Florida at that time belonged to Spain, and an American army had no right to cross her frontier while the two nations were at peace. But our fiery general followed the Indians far into the Spanish territory and captured the chief village of the savages. He seized several Spanish forts, and hung two white men and two Indian chiefs for stirring up the Seminoles. The President of the United States, on inquiring into the affair, gave back the forts



UNITED STATES AFTER THE PURCHASE OF FLORIDA.

to Spain. But Spain now decided that she was willing to sell a territory which seemed likely to get her into trouble with the United States. We were glad to buy; so a bargain was made. For five million dollars Spain sold us Florida. At the same time we gave up our claim to Texas as a part of the Louisiana Purchase, and Spain gave up her claim to the Oregon country.

Jackson President of the United States.—In 1828 Andrew Jackson was elected President of the United States. He was the first President whose home was west of the Alleghany Mountains. He was the first man, too, who had risen from a poor boy to the highest office in our country. While he was President there was bitter disputing among our citizens over some great public questions: one, whether there should be a United States bank in which to put United States money; another, as to how great a tax, or tariff, should be placed on goods brought into this country. Jackson, as we might expect from his fiery nature, took a leading part in these disputes. Yet the people thought he made a good President, for when his first term expired they elected him a second time. At the close of his second term as President he went back to his home in Tennessee. He died in 1845, an old man of seventy-eight years.

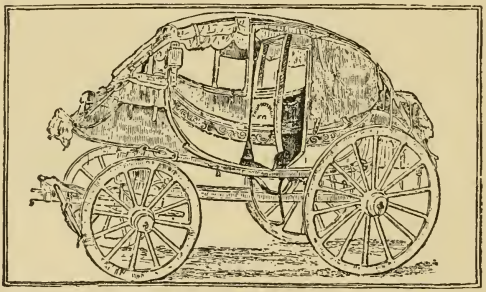
Tell about the boyhood home of Andrew Jackson; about the treatment of Andrew and his brother by British soldiers. What did Andrew do for a living? Where did he go from North Carolina? How was he liked in his new home? What sort of disposition did he have? Tell how our second war with England began. Where did most of the land battles of this war take place? Tell about the battle on Lake Erie. What can you say of the success of the British in the land battles? Tell about the battle of New Orleans. Why was the battle of New Orleans unnecessary? What was the result of the War of 1812? Tell how Indians from Florida annoyed the people of Georgia. Who was sent against these Indians? What did Jackson do? Tell about our purchase of Florida. To what high office was General Jackson finally chosen? How did he differ from preceding Presidents? What public questions came up while he was President? When and where did he die?

CHAPTER XV.

Three Great Inventions.

The Steamboat.

Difficulties of Travel One Hundred Years Ago.—When Washington was President, although our country was then less than half its present size, as much time was required to travel across the United States as it takes to go around the world to-day. Travel was so slow, uncom-

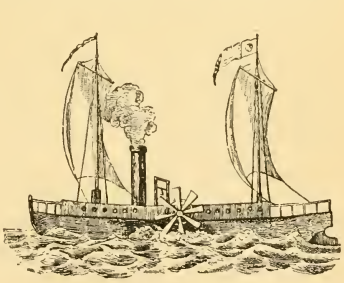


STAGECOACH IN WHICH OUR GRANDFATHERS TRAVELED.

fortable, and expensive that no one dreamed of traveling for pleasure. Most journeys had to be made on horseback. Between the largest towns stagecoaches carrying mail and passengers passed two or three times a week. The trip from Baltimore to New York cost twenty-one dollars and required four days. At the hotels along the road the traveler spending the night would probably have to share his room with four or five others. Water jour-

neys were as slow and uncomfortable as land journeys. It took a week for sailing vessels on the Hudson River to travel the hundred and fifty miles from New York to Albany; and passengers on the boats had to furnish their own bedding and food. When we bought Louisiana many persons thought it would be impossible for our government to control such a vast territory. They declared that the United States would soon separate into several smaller republics. This result would probably have happened had it not been for three great inventions that have brought Maine and Texas nearer together than Maine and Massachusetts were one hundred years ago. These inventions—two of them by Americans—were the steamboat, the railroad, and the telegraph.

The First Successful Steamboat.—One August day in the year 1807 a great crowd had assembled on the bank of the Hudson River in the city of New York. A steamboat, the first that ever appeared on the Hudson, was to make its trial trip. A short time before this there had been two attempts in different parts of the United States to make boats that could be propelled by steam. But neither attempt had been successful; the boats moved too slowly, and it cost too much to run them. The crowd that now lined the banks of the Hudson fully expected to see another failure. They made much fun of "Fulton's Folly," as they jeeringly called the queer-look-



FULTON'S STEAMBOAT.

ing boat, with its two great paddle wheels at its sides, with its tall smokestack, and with its masts and sails besides. Directly clouds of smoke mingled with sparks began to pour from the smokestack. Then the great paddle wheels began to turn, and the boat started off. Those who had come to make fun were now silent in wonder. Then as the speed increased and showers of spray were thrown up by the uncovered wheels the little crew on the boat caught the sound of cheers from the shore. Straight up the river the boat continued, making the hundred and fifty miles to Albany in thirty-two hours. The return trip was made in thirty hours. "Fulton's Folly" was now Fulton's Success.

Robert Fulton, the Inventor.—Robert Fulton, the inventor of the steamboat, was born in Pennsylvania. He was ten years old when the Revolutionary War began. As a boy at school he was fond of drawing. He had great talent for making things. When he wanted a pencil he hammered one out of lead; he made his own fireworks for the 4th of July. The boat which he and his playmates used in fishing was pushed along with poles. This was tiresome work, so Robert contrived some paddle wheels turned by a crank to propel it. When he was seventeen years old he went to Philadelphia and supported himself by painting pictures. He saved enough money to go to Europe. Then he gave up his painting, for he liked machinery better than pictures. He invented a torpedo for blowing up vessels of war. He also invented a diving boat, to move under water.

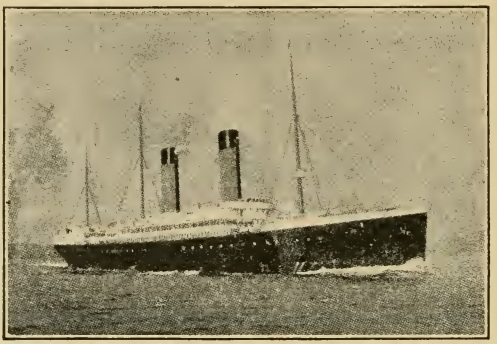
Fulton's Efforts to Make a Steamboat.—All the time that he was working on other things, however, Fulton was

trying to plan a boat that could be moved by steam. He formed a partnership with Livingston, a wealthy and influential New Yorker. In France, Fulton and Livingston built a steamboat on the Seine. Before it could be tried its heavy engine broke the boat in two, and the vessel sank to the bottom. It was fished up and repaired. On trial the boat moved, but so slowly that the spectators thought it a failure. Fulton saw how he could improve it, and at once set to work planning another boat to make a trial trip on the Hudson River in his own country. He called this boat the *Clermont*—the name of his friend Livingston's home. The successful trip of this boat from New York to Albany has been described.

Improvements in the Steamboat.—After this the building of steamboats went on rapidly. Four years after the launching of the *Clermont* the first steamboat appeared on the Mississippi. This boat was built at Pittsburg by Fulton and Livingston, and went from Pittsburg to New Orleans in fourteen days. In 1819 the first voyage across the ocean was made by a steamship. In this year the *Savannah,* from Savannah, Georgia, crossed to Liverpool, and from there went to St. Petersburg, stopping in Denmark and Sweden. The Swedish king offered one hundred thousand dollars for the vessel, but his offer was refused. Many of the first steamboats had sails to help them along. In later years instead of paddle wheels ocean steamers are moved by screw propellers which turn under the water at the stern of the ship.

Modern Steamboats.—The largest steamboat in the world to-day (1901) is the *Oceanic*, an ocean steamship seven hundred and four feet long, and able to carry

twenty-one hundred persons. The speed of modern ocean steamers is from twenty to twenty-five miles an hour, though there are smaller vessels that can move at the



A MODERN OCEAN STEAMER.

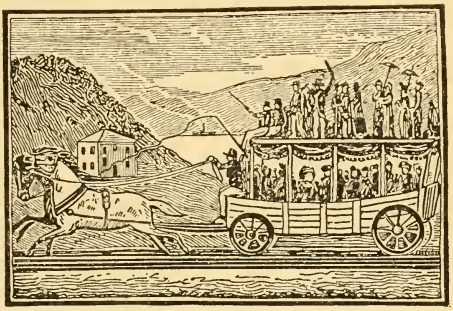
rate of thirty to forty miles an hour. The passenger steamer of to-day has all the comforts and conveniences of an elegant hotel, such as spacious dining rooms, parlors, pianos, library, baths, and electric lights.

Why was there no traveling for pleasure in Washington's time? Give some examples of the difficulties of travel by land; by water. What did some people declare would be the result of the purchase of Louisiana? Name three inventions that helped to prevent such a result. When and where was the first successful steamboat tried? Tell about the trial trip of this boat. Who was the inventor? Tell about his boyhood; how he first supported himself; his first inventions; his efforts to make a steamboat; the first steamboat on the Mississippi; the first steamboat voyage across the ocean; improvements in the steamboat.

The Railroad.

A Railroad Seventy-five Years Ago.—In a schoolbook called *Peter Parley's First Book of History,* which your great-grandfathers and great-grandmothers studied when they were children, is the following interesting information about Baltimore, Md.:

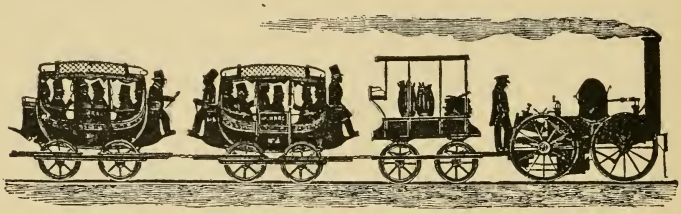
"But the most curious thing at Baltimore is the railroad. I must tell you that there is a great trade between Baltimore and the States west of the Alleghany Mountains. There is therefore a vast deal of traveling back and forth, and hundreds of teams are constantly occupied in transporting goods and produce to and from market. Now, to carry on all this business more easily, the people are building what is called a railroad. This consists of iron bars laid along the ground, and made fast, so that carriages with small wheels may run along upon them with facility. In this way one horse will be able to draw as much as ten horses on a common road. A part of this railroad is already done, and if you choose to take a ride upon it you can do so. You will mount a car something like a stage, and then you will be drawn along by two horses, at the rate of twelve miles an hour." This railroad, the "Baltimore and Ohio," was opened in 1830, and continued to use horse power until the road was finished to the town of Frederick, sixty-one miles distant, in 1832.



FIRST RAILROAD IN THE UNITED STATES.

The First Locomotive.—While Robert Fulton was planning his first steamboat English inventors were working on the problem of how to make a steam wagon. During our war of 1812 George Stephenson, an English coal dig-

ger, invented the first successful steam locomotive. Fifteen years later, or about the time the Baltimore and Ohio horse-power railroad was opened, locomotives began to be tried in the United States. The first engines were no larger than a hand car of the present day, and had a boiler about the size of a flour barrel. The first passenger trains, as the picture shows, looked quite different from those with which we are familiar.



ONE OF THE FIRST PASSENGER TRAINS.

Discomforts of Railroad Travel.—Travel on these trains could not have been very pleasant. As rich pine wood was used for fuel there were clouds of black smoke and showers of burning cinders. Nor did the engines then have any contrivance to catch the sparks. Consequently the passengers were kept busy dodging cinders and putting out the fire in their clothes; at the end of a journey they looked as though they had spent a day in a blacksmith shop. There were no sleeping cars. At night the coaches, with their hard, straight-backed seats, were dimly lighted with tallow candles. One of the first railroad accidents happened in South Carolina. The fireman on the engine was a negro. In the absence of the engineer he determind to stop the noisy hissing sound made by the steam escaping from the safety valve; so he

fastened down the valve, and, to hold it more firmly, sat on it himself. You can guess what happened. For some time after this passengers refused to ride on this road unless there was a freight car loaded high with cotton bales between them and the engine.

Railroads To-Day.—Railroads now cross our country in every direction, from the Atlantic to the Pacific and from Canada to Mexico. They have built up our great West, bringing in settlers and carrying Western products to Eastern markets. They have brought all parts of our country nearer together, causing the different sections to know and understand each other better. In Washington's time the traveler was carried by his horse probably forty miles in a day. He had to stop at the farmhouses or hotels on the road to get his meals and to spend the nights. To-day the traveler speeds along in a passenger train at the rate of fifty miles an hour. While his train is whirling onward through tunnels and over bridges he may eat his meals in an elegant dining car; then a drawing-room car offers him the comforts of parlor and library; and at night he may retire to a comfortable bed in a sleeping car.

Tell about the railroad described in Peter Parley's history. When and by whom was the first successful steam locomotive invented? Describe the first locomotive and passenger cars. Mention some of the discomforts of railroad travel. Tell about the railroad accident in South Carolina; modern railroads.

The Telegraph.

Samuel Morse, Inventor of the Telegraph.—About the time that railroads came into use in the United States another invention that helped to make our country great was made. This was the electric telegraph. Samuel Morse, the inventor of the telegraph, was a Massachu-

setts boy, the son of a minister. Like Robert Fulton, young Morse was fond of drawing. One of the first whippings he ever got was for scratching with a pin a picture of his teacher on his mother's bureau. When his school days were over his father sent him to Europe to study painting. His father being poor, Samuel was often in sore need of money. He wrote home from Europe: "I have had no new clothes for nearly a year. My shoes are out at the toes. My stockings all want to see my mother, and my hat is gray with age." Nevertheless he studied hard, and painted some pictures that made him so famous that he was elected professor of art in the University of New York. While on the return voyage to America, in 1832, the conversation of some passengers on the ship turned Morse's thoughts to electricity. Before he had reached New York he had made a drawing of a telegraph instrument, and had devised an alphabet of signs. "Well, captain," he said to the captain of the ship when he reached land, "should you ever hear of the telegraph, remember that the discovery was made on the good ship *Sully*."

SAMUEL F. B. MORSE.

Morse's Difficulties.—As there was no telegraph wire in those days Morse bought a quantity of wire used in making ladies' bonnets, and with this wire and the instrument he had made he was able to send messages a short distance. At this time he supported himself by teaching, and as he had only three pupils he was frequently hard

pressed for something to eat. A rich mill owner, whose son became interested in Professor Morse's experiments, furnished the means to make the first perfect instrument. To build the first telegraph line required more money than any rich men of that day were willing to risk, so it was decided to ask Congress to build the line. A bill was introduced appropriating thirty thousand dollars to construct a telegraph line from Washington to Baltimore, forty miles. Some of the members of Congress made fun of the proposed telegraph, and Morse gave up all hope of getting the money.

The First Telegraph Line.—In the midst of his discouragement a young lady brought Morse the news that Congress had passed his telegraph bill just five minutes before adjournment. He was so rejoiced that he promised her that she should send the first message. In the spring of 1841 the line was completed. A passage from the Bible, "What hath God wrought!" (Num. xxiii, 23) was the first message sent. The first news sent over the wire was that the convention of Democrats which met in Baltimore nominated James K. Polk for President. For Vice-President they nominated Silas Wright, who was then in Washington, and they notified him by telegraph. He sent four separate telegrams declining the nomination, but the conventon refused to believe them, and finally sent a committee to Washington "to get reliable information on the subject."

The Atlantic Cable.—Before the first telegraph line had been built Morse had constructed a line beneath the water in New York harbor. The wire was wound with thread soaked in pitch, and was then inclosed with rubber.

About 1850 Cyrus Field, a wealthy New Yorker, concluded that a telegraph could be laid across the Atlantic Ocean, and he set to work to carry out his idea. It was sixteen years later before a cable that worked successfully was laid. This cable is over two thousand miles long. Since then many other cables have been laid. By means of the cable and the telegraph our daily newspaper is enabled to tell us each morning what happened in all parts of the world the day before.

Who invented the telegraph? Tell about the boyhood of Morse: his life in Europe; the beginning of his idea of the telegraph; the first telegraph wire; his poverty. Who helped him make a perfect instrument? Tell about the help he got from Congress; the first message; the first news; the refusal to believe a telegraph message. Tell about the first telegraph line under water; the laying of the Atlantic cable.

CHAPTER XVI.

Sam Houston.

Early Life of Houston.

We Give Up Our First Claim to Texas.—When we bought Louisiana from France, in 1803, we did not know exactly how far westward our new territory extended. In the southwest we claimed that it included the greater part, if not all, of Texas. But Spain declared that Texas was part of her province of Mexico, and that our Louisiana did not reach even as far west as the Sabine River. Sixteen years later (in 1819) this matter was settled. In that year we bought Florida from Spain, and as part of the bargain we agreed to take the Sabine River as our western boundary, thus giving up our claim to Texas. About this time Mexico declared herself independent of Spain. In the war between Spain and Mexico that followed Mexico won; and Texas now, instead of belonging to Spain, belonged to Mexico.

SAM HOUSTON.

Settlers from the United States in Texas.—But the Sabine River was easier for our westward-marching pioneers to cross than the Alleghany Mountains had been for their fathers in the days of Daniel Boone. Before long settlers from the United States began to throng into the fertile plains of Texas. The Mexican government at first encouraged the coming of the settlers, making rich grants of lands to the pioneers who came. The newcomers, however, were different in language, customs, and religion from the Mexicans. They loved liberty, and the government of Mexico was harsh and tyrannical. There were mutterings of discontent—signs of an approaching storm.

Sam Houston's First Appearance in Texas.—In December, 1832, three horsemen from the United States crossed the Red River from the Indian Territory (then a part of Arkansas Territory) into the Mexican State of Texas. Traveling southward, they reached the village of Nacogdoches, an American settlement in eastern Texas. Here the leader of the little party was recognized and welcomed by some acquaintances among the settlers as Sam Houston, famous as an Indian fighter, then as Congressman, afterward as governor of Tennessee. Houston told his Texas friends that he was on his way to San Antonio, by order of President Jackson, to make a treaty with the Comanche Indians. The people of Nacogdoches felt that they needed such a man as Houston to help them in their disputes with Mexico. They begged him to make his home among them. He promised that he would do so after he had carried out President Jackson's order.

Schoolboy Days of Houston.—Sam Houston, who was

soon to be the leading man in Texas, was born in the Valley of Virginia. He started to school when he was eight years old, but as he had to help with the farm work he could attend school only a few months in the winter. After his farm work began, if he did his work well, he was allowed to run from the fields to the schoolhouse in time to keep his place in spelling. When Sam was thirteen years old his father died, and his mother with her nine children moved to Tennessee. In his new home Sam went for a while to another school. Here, it seems, he was fonder of play than of his books. His teacher said, "Many a time did I determine to give Sam Houston a whipping for neglect of study, but he would come into the schoolroom bowing and scraping, with such a fine dish of apologies, and withal so polite and manly for one of his age, that it took all the whip out of me." Young Sam got hold of a book of Greek poetry translated into English, and took great delight in reading it. He then wanted to study Latin, and when his teacher refused to allow him to do so he declared he would never recite another lesson.

Life among the Indians. A School-teacher.—His older brother put Sam to work clerking in a store. He did not like this indoor work. Just beyond the Tennessee River, a few miles from his home, was an Indian tribe. Sam was on friendly terms with the red men. He often hunted with the Indian boys, and sold them ammunition from the store. One day the storekeeper missed his clerk. It turned out that Sam had run away to live with the Indians. He made his home with them for several years, dressed like an Indian, spoke their language, and followed their customs. Then, needing money to pay a

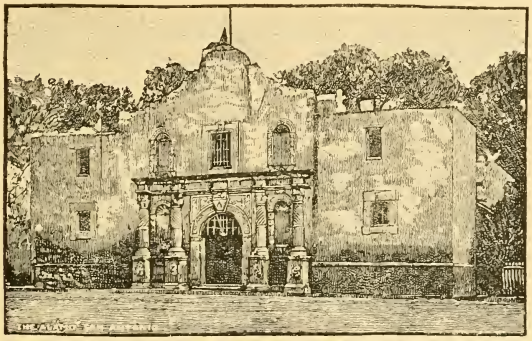
debt for ammunition, he came back to the white people and opened a school. Reading, writing, and "cipher-ing" were the only branches taught in most frontier schools. Sam knew these branches pretty well, and he controlled the boys easily; so his school was a success. He raised the price of tuition from six dollars a year to eight dollars, payable one third in cash, one third in corn, and one third in cotton cloth. Having made enough money to pay his debt, he stopped teaching and started to school again himself.

Houston becomes a Soldier; a Lawyer; Governor. Among the Indians Again.—When our second war with England began Houston, now twenty years old, joined the army. He was sent with the troops under General Jackson against the Indians of Alabama. In the battle of Horse-shoe Bend he was wounded so severely that it was several years after the close of the war before he recovered his health. Then, resigning from the army, he studied law. He was elected to one office after another until he became governor of Tennessee. While governor he suddenly gave up his office and left his people. He crossed the Mississippi River into the Territory of Arkansas and took up his abode with his old friends, the Indians. Again he put on the clothing of an Indian and lived in a wigwam. He was known by the Indian name of Colonneh, the Rover. While here he was requested by President Jackson to visit Texas, as already told.

When and how did the United States first get a claim to Texas? What nation disputed our claim? How was the dispute settled? What was the result of Mexico's war for independence? Tell about the coming of settlers from the United States. Mention some causes of discontent. Tell about Sam Houston's first appearance in Texas; about Houston's schoolboy days; his running away from home; his experience as a teacher; as a soldier against the Indians; as a public officer; his second retirement to the Indians.

Texas and the Pacific Slope.

The Texas Revolution.—Houston now made his home at Nacogdoches, in Texas. Soon the Texans were in arms against the tyrannical Mexican government. Houston was made commander of the Texas army. At the Alamo, a stone church used also as a fort, situated in San Antonio, a small company of Texans under Colonel



THE ALAMO.

Travis was attacked by a large army of Mexicans. The fort was taken, but not until every one of its brave defenders had fallen. Near the town of Goliad a little army of Texans was compelled to surrender to a large Mexican force. Instead of carrying out their promise to send the captured Texans back to their homes, the cruel Mexicans marched them out in front of the camp, stood them up in rows, and shot them to death. On the 21st of April, 1836, General Houston's army met the Mexicans on the bank of the San Jacinto River, a few miles below the present city of Houston. The Texans

were outnumbered two to one, but they rushed into battle shouting, "Remember the Alamo!" "Remember Goliad!" and drove their enemies before them. The Mexican general was captured, and a great victory was won. This severe defeat of the Mexicans ended the war. Texas became an independent republic, with General Houston its president.

Texas Joins the United States.—The settlers of Texas had all come from the States, and they now wanted their new country to join the United States. At first the United States refused the request of the Texans for annexation. Mexico still claimed that Texas belonged to her, and threatened to make war on any nation that should seize or accept it. The United States tried to buy Texas as she had bought Louisiana, but Mexico would not sell. At last, the people of the United States showed by their votes that they wanted Texas if she still wished to join them. In December, 1845, Texas became a State of the United States. This was the first new territory which we acquired without buying it. Texas is the largest State in the Union. It is nearly as large as the first thirteen States east of the Alleghany Mountains taken together.

War between the United States and Mexico. We Gain More Territory.—Mexico still claimed that Texas belonged to her. When Texas joined the United States war broke out between Mexico and the United States (1846). The war lasted two years. Generals Zachary Taylor and Winfield Scott were the leading generals on our side. Our troops won every battle. We conquered northern Mexico, including what is now California, and captured the

GENERAL HOUSTON'S VICTORY AT SAN JACINTO.

city of Mexico. Mexico was then glad to make peace, and to let us have the northern territory our troops had conquered, on our paying fifteen million dollars for it. This new land included the present States and Territories of California, Nevada, Utah, Arizona (with small parts of Wyoming, Colorado, and New Mexico). Our country now extended from ocean to ocean.

Gold in California.—About the time we got the California country a workman who had been building a sawmill on a river bank in northern California noticed in the water some shining yellow particles. He took a panful of the sparkling dirt to the owner of the mill. The two men examined it carefully, weighed it, pounded it, poured acids upon it, and at last decided it was gold. They tried to keep the discovery a secret, but the news leaked out. Rich discoveries of gold were made in various parts of the country. People began pouring into California from all parts of the United States. On horseback, in wagons, on foot, a long procession of immigrants streamed across the Western plains, all wild with the "gold fever." In two years after gold was discovered California had enough people to be admitted as a State.

California is now noted not only as a gold-producing State, but as a rich fruit and farming country. The famous "big trees" of California are the largest in the world.

More Territory.—The land west of the Rocky Mountains and north of California was known as the "Oregon country." It was claimed by the United States, because it had been visited by Captain Robert Gray in his ship *Columbia* in 1793, and because Lewis and Clark had

TERRITORIAL GROWTH OF THE UNITED STATES
ORIGINAL U.S. 1783
LOUISIANA PURCHASE 1803
TEXAS ANNEXATION 1845
OREGON COUNTRY 1846
MEXICAN CESSION 1848
GADSDEN PURCHASE FROM MEXICO 1853
ALASKA 1867
PACIFIC OCEAN
ATLANTIC OCEAN
GULF OF MEXICO
MEXICO
BRITISH POSSESSIONS
BAHAMA ISLANDS
DISPUTED TERRITORY
Portland
Boston
Norfolk
Charleston
Savannah
St. Augustine
Key West
Lake Erie
L. Huron
L. Michigan
L. Superior
St. Louis
New Orleans
Brownsville
Rio Grande
Santa Fe
Salt Lake City
Sacramento
San Francisco
Spokane
Astoria
Nootka Sd.
Juan de Fuca Str.
Behring Sea
Behring Str.
Aleutian Is.
Arctic Circle

explored it in 1804. Spain once claimed this region, but she gave up her claim to us when she sold us Florida. England claimed the Oregon country as part of British

BIG TREES OF CALIFORNIA.

America, and she insisted on her claim. In the year that the Mexican war began, however, we agreed with England to divide the disputed territory between us, the

United States taking the part south of the present boundary of British America. General Houston was at this time a member of the United States senate which helped to make the treaty, or agreement, with England. A few years later we bought from Mexico another strip of land, now the southern part of Arizona and New Mexico. We called this new territory the "Gadsden Purchase," from General Gadsden, who was our agent in buying it. This made the sixth time we had added to our territory.

Last Days of General Houston.—When Texas joined the United States, General Houston was chosen United States senator. He was governor of Texas when the war broke out between the North and the South. Houston believed that Texas made a mistake in leaving the Union to join the Southern Confederacy, and he refused to support the new government. The Texans then removed him from his office. He took no part in the war, however, and allowed his son to join the Confederate army. He died at his home in Huntsville before the war was over.

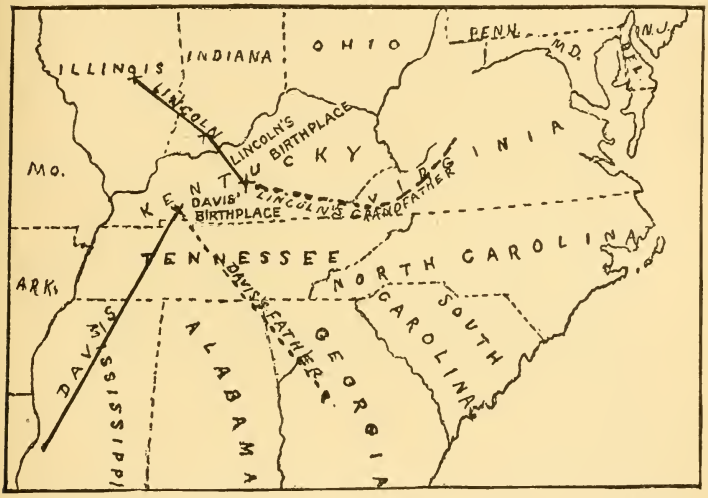
To what office was Houston first called by the Texans? Tell about the fall of the Alamo; the cruelty of the Mexicans at Goliad; Houston's victory at San Jacinto; the efforts of Texas to join the United States. When did Texas become a State of the Union? What can you say of its size? What caused the war between the United States and Mexico? Who were our leading generals? What was the result of all the battles? the result of the war? What States are included in this "Mexican cession"? Tell about the discovery of gold in California; the growth of California in population; the productions of the State. Tell about how the United States acquired the Oregon country. What States are included in this region? What other territory did we get from Mexico? Name the six different additions to our territory thus far. Tell about the last days of General Houston.

CHAPTER XVII.

The Story of Two Kentucky Boys.

Abraham Lincoln and Jefferson Davis.

Two Kentucky Boys.—A few years before the beginning of the War of 1812 two boys were born in the State of Kentucky who were destined when they were each about



MAP SHOWING BIRTHPLACES AND HOMES OF LINCOLN AND DAVIS.

fifty years of age to be leaders of opposing sides in a great war between the Northern and the Southern States. Less than a hundred miles separated the birthplaces of these boys, and there was only eight months' difference in their ages. The father of the older of the boys had moved to Kentucky from Georgia, where he had been a soldier in the War of the Revolution. The grandfather of the

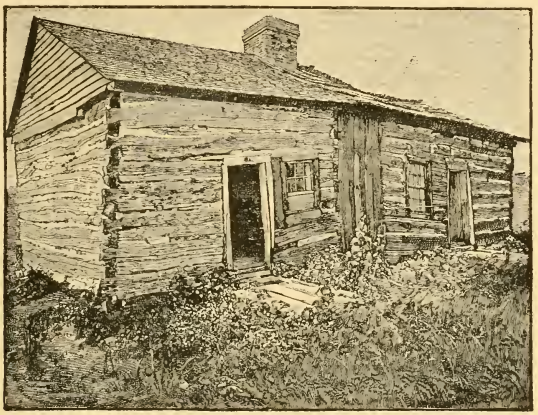
younger boy had come from Virginia to make his home in Kentucky a few years after Daniel Boone had led the way into this region. The name of the older boy was Jefferson Davis; of the younger, Abraham Lincoln.

EARLY LIFE OF LINCOLN.

Boyhood of Lincoln.—When Abraham Lincoln was seven years old his father removed from Kentucky to Indiana. He selected a place in the woods for a home, and with the help of little Abe and his older sister Sarah and Mrs. Lincoln a shelter was quickly built. This shelter was called a "half-face camp." It was a kind of shed made of poles and covered with leaves and branches. One side was left entirely open, and in front of this opening a fire was kept burning to warm the camp. Over the fire hung a huge iron kettle, and in this kettle Abe's mother cooked the wild game, beans, corn, or other food. In this uncomfortable home the Lincoln family lived a whole year. When they moved into their new log cabin it seemed to little Abe like a palace, although it had a dirt floor and no doors or windows, save openings in the walls over which skins of wild animals were hung. Abe slept on a pile of leaves in the loft of the cabin, and every night he climbed to his bed by a ladder of wooden pins driven into the logs.

Lincoln's School Days.—Abraham Lincoln's mother taught her husband to read and write, and she probably taught little Abe also. He went to school in a log cabin near his home. But his school days were soon over. His father took him from school to put him to work, but he continued studying. He had no slate, and writing paper

was scarce. So he used to write compositions and work "sums" in arithmetic at night on the wooden shovel by the fireplace. When he had covered the shovel with letters and figures he shaved them off and began again. At nineteen years of age he had read every book he could find, could "spell down" the whole neighborhood in their spelling matches, and could write a neat, clear hand.



LINCOLN'S EARLY HOME.

A Trip to New Orleans.—Young Lincoln longed to see something of the world beyond his father's little farm. The chance came when a rich neighbor offered to hire him to accompany his son on a flatboat loaded with corn and other products to New Orleans. To the Western farmers of that time boats on the Ohio and Mississippi took the place of freight trains with us. It was a long trip, of about eighteen hundred miles, to New Orleans. Young Lincoln managed the boat successfully and sold the cargo for a good price. One night, on the way down,

when they had tied their boat to the shore, and the two young men were asleep on board, they were awakened by a gang of negroes coming to rob the boat. Abraham seized a club, knocked several negroes overboard, drove the rest from the boat, and, with his companion, chased them some distance in the darkness.

Moves to Illinois. Rail Splitter; Soldier.—When young Lincoln was twenty years old his father moved to Illinois. Here another cabin home was built. Abraham, with the help of his cousin, John Hanks, split enough walnut rails for his father to fence in a field of fifteen acres. Once, when he needed a pair of trousers, he agreed with a lady who was to make them to split for her four hundred good fence rails for every yard of cloth she furnished. When war against the Indian chief Black Hawk broke out Lincoln joined the army and was made captain of a company. Black Hawk was captured, and the war was closed before Lincoln's men had a chance to do any fighting. In a speech afterward he jokingly said that in the Black Hawk War he fought, bled, and came away—that he charged upon the wild onions, and had a good many bloody struggles with the mosquitoes.

Lincoln Studies Law. Elected to the Legislature and to Congress.—After his war experience was over Lincoln studied law. About the time he began to practice he was elected to the Legislature of Illinois. As he was then too poor to hire a horse he walked all the way from his home to the State capital, over a hundred miles. He was elected again and again to the Legislature. Then his people sent him to Congress. When Lincoln took his seat in the House of Representatives, or "Lower House" of Con-

gress, in December, 1847, among the new members of the Senate, or "Upper House," was Jefferson Davis, of Mississippi, the Kentucky boy mentioned in the beginning of this chapter.

What State was the birthplace of two opposing leaders in the war between the North and the South? In what respects was the early history of these boys similar? What were their names? Tell about the boyhood of Lincoln; about his school days; his trip to New Orleans; his new home in Illinois; his experience as a rail splitter; as a soldier; his public offices. What former Kentuckian did he meet in Congress?

EARLY LIFE OF DAVIS.

Boyhood of Jefferson Davis.—Abraham Lincoln's father moved northward from Kentucky; Jefferson Davis's father moved southward. Before Jefferson was old enough to remember, his father took his family from Kentucky and settled in Mississippi. Here little Jeff, when only five years old, started to school. He and his

Jefferson Davis,

OF MISSISSIPPI, WAS BORN JUNE 3, 1808,
ON THE SITE OF THIS CHURCH.
HE MADE A GIFT OF THIS LOT MARCH 10, 1886,
TO BETHEL BAPTIST CHURCH,
AS A THANK-OFFERING TO THE LORD.

INSCRIPTION ON MARBLE SLAB IN WALL OF THE BAPTIST CHURCH, FAIRVIEW, KENTUCKY.

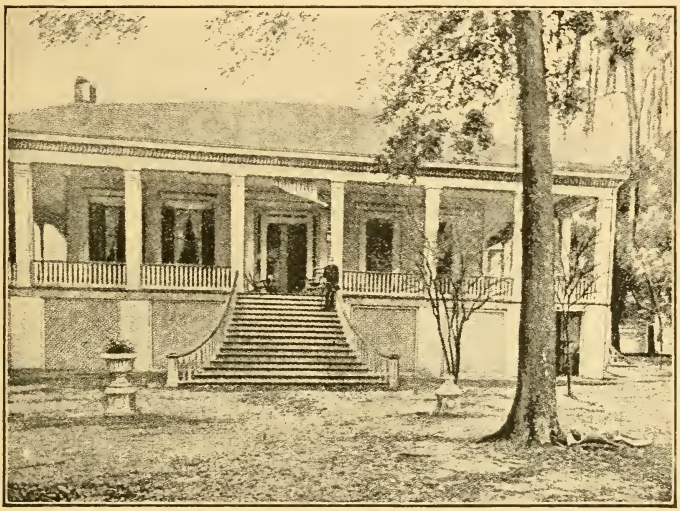
sister Polly used to walk through the woods to the log cabin in which the school was taught, carrying their "dinner" in a basket. Jefferson was two years younger than his sister, but he thought he had to take care of her. One day when they were going through the loneliest part of the woods they saw coming toward them through

the undergrowth what seemed to be a drunken man carrying several chairs on his head. Jefferson seized his sister's hand and said, "We mustn't run, Polly!" Slowly the strange object drew near, until it proved to be a wild deer, with great branching horns. Gazing at the two children bravely standing hand in hand, the deer came quite close to them, then turned and bounded off.

Jefferson Decides between Going to School and Picking Cotton.—After two years at a boarding school in Kentucky, Jefferson returned to his home in Mississippi, and entered the county academy. One day when his teacher threatened to punish him for not knowing a lesson which Jefferson declared was longer than he could master the boy took up his books and went home. His father after listening to his story said: "It is for you to choose whether you will work with your head or with your hands; of course, my son could not be an idler. I want more cotton pickers, and I will give you work." For two days Jefferson worked steadily in the cotton field from morning until night beside his father's negro slaves. Then he decided that long lessons were not so bad as long cotton rows, when the cotton had to be picked by a boy unused to steady work in the hot sun. The next day he was back at his place in school with no more complaint about long lessons.

A Cadet at the Military Academy.—While Jefferson Davis was at college he was appointed by President Monroe a cadet in the military academy at West Point, New York. A schoolmate at college has said of him that, while gay and light-hearted, Davis was free from coarseness and vulgarity; that "he was always a gentleman in

the highest sense of the word." The cadets at West Point are trained to be soldiers. They are supported by the government, and a sum of money is paid them each month for their expenses. Every month Cadet Davis sent a part of his pay to his mother. Once or twice she returned it, but finding that this distressed him, she kept it.



JEFFERSON DAVIS'S HOME, BEAUVOIR, MISS.

A Soldier.—After graduating from West Point, Lieutenant Davis was stationed with other soldiers at first one fort and then another in the Northwest. He was engaged in the Black Hawk Indian War, and it is said that he was the officer before whom Captain Abraham Lincoln was sworn into service in that war. After his marriage he resigned from the army and lived on a plantation in Mississippi. In 1844 he was elected to the

Lower House of Congress. When the Mexican War broke out a regiment of volunteer soldiers from Mississippi chose Mr. Davis as their commander. In the battle of Buena Vista the skill and bravery of Colonel Davis and his men won the victory for our army. Davis was severely wounded in this battle.

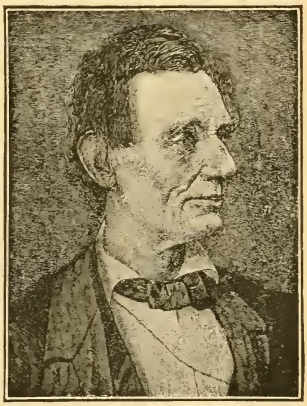
United States Senator.—On his return from the Mexican War, Colonel Davis was made United States senator. In the same Congress in which he took his seat as senator from Mississippi, Abraham Lincoln first appeared as representative from Illinois. Thus the two Kentucky boys, having grown to manhood with lives so widely different, have at last come together as lawmakers for their country. One boy, blessed with a comfortable home and every advantage of education, made the most of his opportunities. The other boy, raised in poverty and with almost no school advantages, conquered every difficulty, made opportunities, then improved them. Both were high-minded, truthful, generous, brave—worthy examples to all American boys.

Tell about Jefferson Davis's removal from Kentucky; about the adventure of little Jefferson while on his way to school; about his cotton-picking experience. What was said of him as a college student? What is the United States Military Academy? How did Davis become a cadet? How did he show his love for his mother? In what Indian war did he serve? After his marriage where did he make his home? What part did he take in the Mexican War? On his return from the Mexican War to what office was Colonel Davis chosen? Compare the lives of the two Kentucky boys.

FORMATION OF THE CONFEDERATE STATES.

Different Political Beliefs of Lincoln and Davis.—Although Lincoln and Davis were members of the same Congress, they belonged to different political parties—that is, they had different beliefs about the powers of the government, and how these powers should be exer-

cised. Lincoln's party was composed of men who, for the most part, believed that the Constitution of the United States gave the President, Congress, and other United States officers power to do certain things which the party of Jefferson Davis believed could be done only by the officers of the different States. Lincoln's party believed that in cases where the meaning of the Constitution was not perfectly plain more power should be given to the United States, or central government, and less power to the State. Davis's party believed that the State governments should have more power and the central government less. These different beliefs led to many disputes.

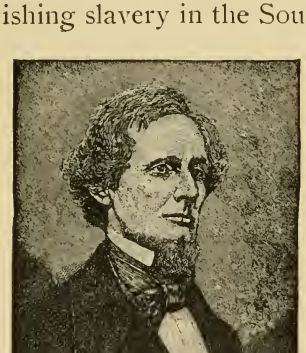


ABRAHAM LINCOLN.

The Slavery Question.—Another question which divided Jefferson Davis and the people of the South from Lincoln and the people of the North was that of slavery. Slaves were brought to this country by New England ships and were once owned in all the States. But it was found that the cold climate of the Northern States and the trading and manufacturing occupations of the people were not suited to the negro. In the North it was cheaper to hire a white workman than to feed and clothe the negro slave and care for him in sickness, when, after all, he could not be trained to do skillfully the work which the Northern people wanted done.

In the South, on the other hand, negro slaves were profitable to their masters. The warm climate of the South was like that of the negro's African home. Under the direction of a good "overseer" negroes made splendid farm hands on Southern plantations. So it came about that the Southern people considered slavery the best thing for the negro, for the South, and for the whole country. Many Northern people, on the other hand, came to look upon it as a great wrong, a shame and a disgrace to the whole country. When a new State was ready to join the Union there was nearly always a hot dispute between North and South as to whether it should come in as a "free" or a "slave" State.

The Abolitionists.—The North began to form societies called "abolition societies," for the purpose of abolishing slavery in the Southern States. Members of these societies made speeches, published papers, and wrote poems declaring slavery to be a sin, and Southern slave owners to be cruel and wicked. The Southern people declared that cruel slave owners were few; that the slaves were well cared for, happy, and contented. They pointed to passages in the Constitution of the United States permitting slavery, and they insisted that Congress had no right to interfere with it. The more bitter the Northern attacks upon slavery became



JEFFERSON DAVIS.

the more determined were the people of the South to stand by what they considered their rights under the Constitution.

The Question of Slavery before the United States Supreme Court.—In a lawsuit over the ownership of a negro slave named Dred Scott the Supreme Court of the United States decided that the Constitution permitted a master to take his slaves into any territory of the United States. This decision enraged the people of the North who were opposed to slavery. The judges who made the decision were abused in newspapers and public speeches. Although many Northern people did not join in this abuse, yet the bitter attacks upon the judges angered the South against the North. When Northern States refused to carry out the law of Congress which required that slaves escaping into their borders be returned to their Southern owners this anger increased.

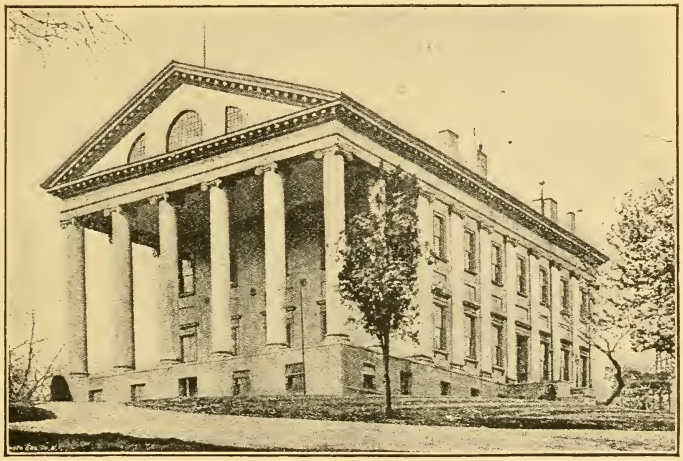
The John Brown Raid.—Another event that increased the feeling between the North and South was the John Brown raid. John Brown was a Northern abolitionist who had been engaged in bloody fights with the slave owners of Kansas. With a few followers he went to Virginia, broke into a house where arms belonging to the United States were stored, seized a number of guns, and called upon the negro slaves to join him in a war upon the white people of the South for the purpose of abolishing slavery. Brown's party killed several white citizens, and took others prisoners; but the slaves did not join them, as they had expected. The raid proved a failure. John Brown was captured, tried for treason and murder, was found guilty, and was hanged. Yet many of the Abo-

litionists of the North praised John Brown, and in newspapers and public speeches declared he had done right. This led Southern people to believe that the sentiment in the North was in favor of Brown's plans.

Abraham Lincoln Chosen President of the United States.—In the midst of this bitter feeling between North and South members of the Republican Party met in Chicago to choose a man for whom their party would vote for President. During the meeting friends of Lincoln brought in two old fence rails which Lincoln had split when a young man. With the rails was carried a banner bearing the words, "Abraham Lincoln, the Rail Candidate for the Presidency." The rails were greeted with cheers, and Lincoln was nominated. The party of Jefferson Davis could not agree upon a candidate for their side to vote for, and split into two parts. Lincoln was then elected President of the United States.

The Southern States Leave the Union.—From the beginning of the government the Southern States had believed that a State had the right to withdraw, or secede, from the Union. Northern States also had held this view, and in the New England States particularly it had been often asserted. When Lincoln was elected President the Southern States determined to secede. They did this not because Lincoln himself was hateful to them, but the party to which he belonged included the bitterest enemies of the South. The Southern people believed that with this party in control of the government decisions of the Supreme Court would be disregarded, the Constitution would be broken, and their rights trampled upon.

Jefferson Davis Chosen President of the Confederate States.—Between December, 1860, and February, 1861, seven States withdrew from the Union—South Carolina, Mississippi, Alabama, Florida, Georgia, Louisiana, and Texas. Delegates from the seceded States met at Montgomery, Alabama, and formed a new government,



CONFEDERATE CAPITOL, RICHMOND, VA.

called the Confederate States of America. Jefferson Davis, of Mississippi, was chosen President, and Alexander H. Stephens, of Georgia, Vice President. Four other States—Virginia, Arkansas, North Carolina, and Tennessee—afterward joined the Confederacy, and the capital was moved from Montgomery to Richmond, Virginia.

Lincoln and Davis in Later Years.—Soon after Lincoln was made President a terrible war between the United

States and the Confederate States began. The war lasted four years, and closed with the armies of the United States victorious. Just after the close of the war President Lincoln was killed. A half-crazy man named John Wilkes Booth crept up behind the President in a theater and shot him. His death was a great loss to the South as well as to the North; for if Lincoln had lived he would have saved the Southerners from much of the harsh treatment they received just after the war. To-day the memory of Abraham Lincoln is honored in all parts of our country.

At the close of the war President Davis was arrested on the charge of treason, and was thrown into prison. After two years of imprisonment he was released, and his case was never tried. He died at his home in Mississippi, at the age of eighty-one, loved and revered by the people of the South, respected by good men everywhere.

What different political beliefs did the parties of Davis and of Lincoln have? Tell how slavery came to prevail in the South and not in the North. How was slavery regarded in the South? How did many Northern people regard it? Tell about the attacks of the abolitionists upon slavery and slave owners; the reply of the Southerners. What was the decision of the United States Supreme Court in the Dred Scott lawsuit? How was this decision received? Who was John Brown? Tell about his raid. How did this increase the hatred between North and South? Tell about the nomination of Lincoln for President by the Republican Party; the result of the election. At the beginning of our government what belief about secession was held by all the States? Why did the Southern States determine to secede when Lincoln was elected President? Tell about the formation of the Confederate States government; the officers chosen; the capitals. Tell about the last days of Lincoln; of Davis.

CHAPTER XVIII.

The War between the States.

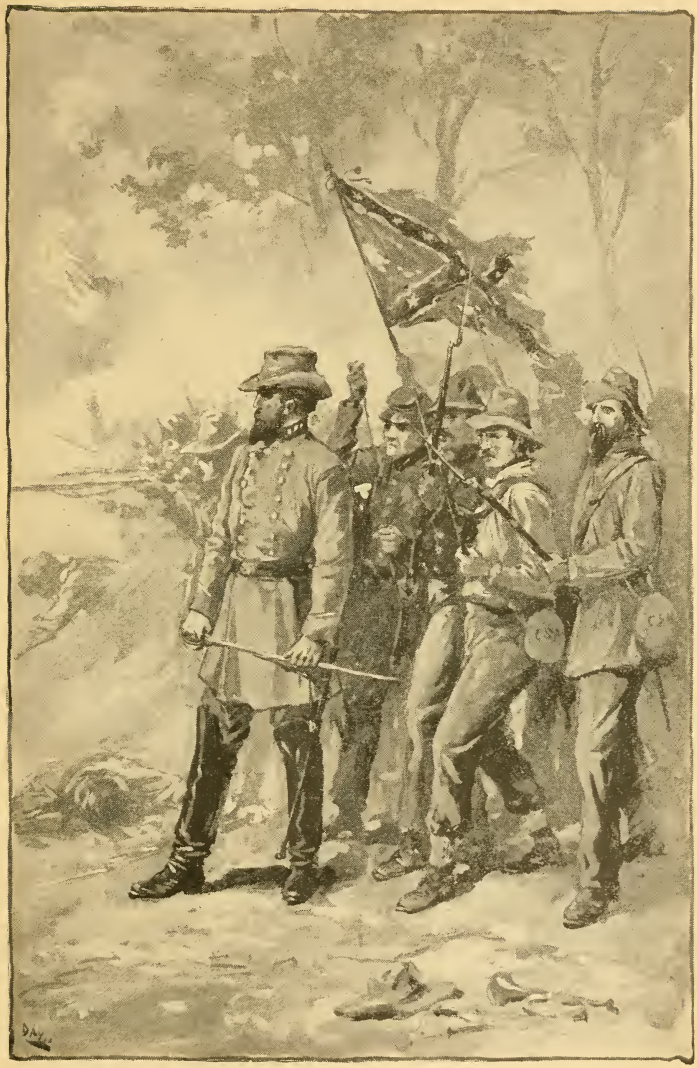
The Beginning of the War.

How the War Began.—Jefferson Davis and the people of the South believed that a State had a right to leave the Union. Abraham Lincoln and the Northern people declared a State had no such right. So when the officers of the seceded States asked President Lincoln to remove the United States soldiers from the forts in their borders he refused to do so. He not only refused to remove these troops, but he sent supplies and more troops to Fort Sumter, on the coast of South Carolina. The Southern people believed that by sending these soldiers to Fort Sumter the North began the war. President Davis ordered the Confederate troops near Fort Sumter to capture the fort before the ships bearing President Lincoln's reinforcements should arrive. On April 12, 1861, Southern soldiers attacked the fort. After a stubborn defense lasting part of two days Fort Sumter was surrendered to the Confederates. The great war had begun.

The First Great Battle.—The first great battle of the war was fought in Virginia on Bull Run Creek, near Manassas Junction. The Northern army started south from Washington to capture Richmond, the Confederate

capital. They were met by the Southern army. In one part of the field of battle the troops under the Southern General T. J. Jackson were fiercely attacked, but they firmly held their ground. In the midst of the fight another Southern officer, whose troops had begun to retreat, seeing Jackson's unyielding bravery, shouted to his own men: "Look; there is Jackson, standing like a stone wall! Let us die here, or conquer!" His men took fresh courage at the sight. The advance of the Northern troops was checked. At this moment fresh Confederate troops arrived upon the field. The Southern army rushed forward, and gained a great victory, driving their enemies back to Washington. General T. J. Jackson, who became one of the most famous generals of the war, was ever afterward known as "Stonewall Jackson."

What Each Side was Trying to Do.—The purpose of President Lincoln was to conquer the Confederacy, so as to make the seceded States come back into the Union. To carry out this purpose the Northern armies east of the Alleghany Mountains tried again and again to capture Richmond, the Confederate capital. West of the Alleghanies, Northern troops invaded the Confederacy in the effort to defeat its armies and capture its cities. Northern armies also tried to get control of the Mississippi River by attacking Southern cities and forts along its bank, their object being in this way to cut the Confederacy in two. Lastly, Northern ships of war stationed themselves outside of Southern harbors to prevent any ships passing in or out. The purpose of President Davis was to defend the Confederacy from the attacks made upon it. The object of the Southern armies was to drive



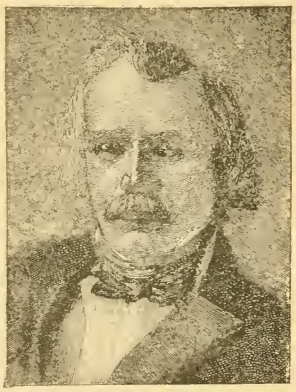
17 BATTLE OF MANASSAS.

the invading armies from their soil. In numbers, in wealth, in ships, and in supplies of war, the North had a tremendous advantage.

Tell how the war between the States began. Where was the first great battle? Tell about General T. J. Jackson's bravery; the result of the battle. What was President Lincoln's purpose in the war? How did he try to carry out this purpose? What was the purpose of President Davis? the object of the Southern armies? the stronger side?

West of the Alleghanies.

The Southern Line Broken. Battle of Shiloh.—To guard their territory west of the Alleghanies the Confederates built a line of forts through Kentucky. The Northern General U. S. Grant captured two of these forts (Henry and Donelson), breaking through this line. General Grant then advanced southward to near the boundary between Tennessee and Mississippi. Here he was met by an army under General Albert Sidney Johnston, one of the best Southern generals. The great battle of Shiloh followed. The first day of the battle the Confederates were victorious. But late in the afternoon General Johnston was mortally wounded. In the night another army came to the aid of General Grant, and next day the Confederates (under General Beauregard) retired southward.

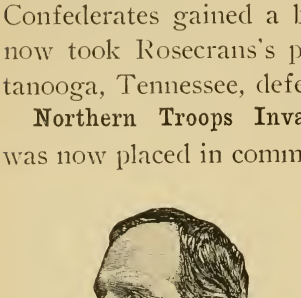


GENERAL A. S. JOHNSTON.

General Bragg's Defense of Tennessee.—The Southern General Bragg now began a struggle for the possession of Kentucky and Tennessee. At Murfreesboro, in Middle

Tennessee, a bloody battle was fought between Bragg's army and that of General Rosecrans. Both sides claimed the victory. The next year the same generals met in northern Georgia, just south of the Tennessee line. Here the great battle of Chickamauga was fought, in which the Confederates gained a brilliant victory. General Grant now took Rosecrans's place, and in the battle of Chattanooga, Tennessee, defeated General Bragg's army.

Northern Troops Invade Georgia.—General Sherman was now placed in command of the Northern army in the West (1864). Sherman started southward through Georgia. He was opposed by a Southern army first under General Joseph E. Johnston, then under General Hood. The Confederates repeatedly checked the larger forces of the Federals, but could not stop their advance. Sherman's soldiers burned houses and laid waste the country in their path. At last they reached the seacoast at Savannah. Sherman then turned northward through the Carolinas.



GENRRAL W. T. SHERMAN.

The Struggle for the Mississippi River.—In the second year of the war Northern warships entered the mouth of the Mississippi and captured New Orleans. Higher up the river Vicksburg and Port Hudson, held by the Confederates, still guarded the stream. The next year General Grant with a large Union force succeeded in taking Vicksburg after heroic resistance by its defenders. Port

Hudson surrendered a few days later. The whole Mississippi River was now in the hands of Union troops. The Confederacy was cut into two parts.

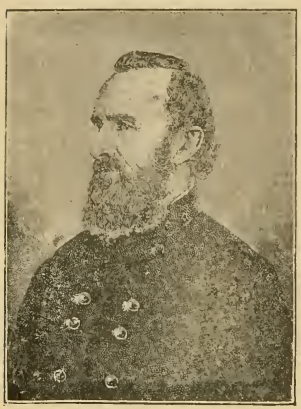
West of the Mississippi.—West of the Mississippi were the Confederate States of Arkansas, Louisiana, and Texas, with the disputed State of Missouri. In the first year of the war the Confederates under Generals Price and McCulloch won the battle of Wilson's Creek, in Missouri. Union troops afterward gained control of the State. In Louisiana General Dick Taylor with a small Southern army defeated General Banks in the battles of Mansfield and Pleasant Hill. In Texas a fort at Sabine Pass, garrisoned by a little band of forty-two men under Lieutenant Dick Dowling, disabled or drove back Union ships carrying a large army for the invasion of the State. Galveston, which had been seized by Union troops, was recaptured by the Confederates in a brilliant fight.

How was the Southern line west of the Alleghanies broken? Tell about General Grant's advance and the battle of Shiloh. Name three great battles fought by the Southern General Bragg. What was the result of each? Tell about General Sherman's march through Georgia; about the capture of the Mississippi River by the Federals. Name some important battles west of the Mississippi.

The Defense of Richmond.

General Lee's First Campaigns (1862-4).—The next year after the battle of Manassas another Northern army (under General McClellan) advanced against Richmond. In the "Seven Days' Battles," near Richmond, General R. E. Lee, commanding the Southern army, drove back the enemy and saved the city. General Lee was greatly helped by General Stonewall Jackson. Jackson defeated four different Northern armies in the Shenandoah Valley, and kept them from going to the aid of McClellan.

In the battles of Second Manassas, Fredericksburg, and Chancellorsville (all in Virginia) General Lee thrice defeated Union armies that were trying to capture Richmond. But the victory at Chancellorsville was dearly bought by the South. General Lee's ablest assistant, General Stonewall Jackson, was mistaken in the darkness for the enemy, and was mortally wounded by his own men.



GENERAL STONEWALL JACKSON.

Twice General Lee crossed the Potomac River and invaded the North. In the first invasion a drawn battle was fought at Antietam Creek, Maryland. The Northern general having received heavy reinforcements, General Lee returned to Virginia. In Lee's second invasion the greatest battle of the war was fought near Gettysburg, Pennsylvania. The Northern General Meade had one hundred thousand men; Lee, seventy thousand. The fight lasted three days. On the third day a heroic charge by the Confederates was repulsed by overwhelming numbers of the Federals. Unable to drive back the superior forces of the enemy, Lee slowly retreated into Virginia.

Fighting between Lee and Grant. Surrender of Lee.— General Grant was now placed in command of the army opposed to Lee. His forces outnumbered Lee's three to one. Once more a great Northern army started toward Richmond. On the way the great battles of the Wilder-

ness, Spottsylvania, and Cold Harbor were fought. Finally, by overwhelming numbers, Lee was forced back to Petersburg, near Richmond. When Grant captured the town of Petersburg, Richmond was abandoned by the Confederates, and Lee began to retreat toward the southwest. At Appomattox Court House, seventy-five miles from Richmond, he encountered Grant's forces, numbering over one hundred thousand men. Here, on April 19, 1865, Lee gave up the struggle, and surrendered his little army, which was then reduced to ten thousand soldiers. General Grant treated General Lee and the ragged, half-starved Confederates with the greatest kindness. He supplied them with food, and let them keep their horses to use in their farm work at home. When General Lee's army surrendered the other Confederate forces soon laid down their arms, and the great war was ended.

Tell about the Seven Days' battles; about General Jackson's victories; the battle of Chancellorsville; Lee's first invasion of the North; his second invasion; the fighting between the armies of Grant and Lee; the surrender of Lee; General Grant's conduct.

After the Surrender.

General Robert E. Lee.—The greatest general of the Confederacy was Robert E. Lee. Like President Davis, Lee had graduated at West Point, and had been a gallant officer in the Mexican War. When the war between the States broke out Lee was offered the chief command of the armies of the United States. But he declined the offer because he believed it his duty to stand by his State. In the second year of the war he was placed in command of the Confederate army in Virginia, and later was made commander in chief of all the Southern forces. The army he commanded was never as large as that opposed to him

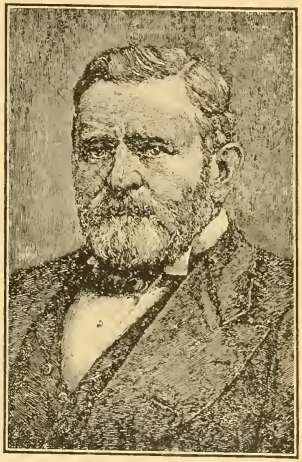
—sometimes not half as large. Yet for three years he successfully defended Richmond, driving back one Northern army after another, and proving himself one of the greatest generals of the world. General Lee was not only

GENERAL R. E. LEE.

a brave soldier and a great general, but he was also a modest Christian gentleman. When the war was over he became president of Washington College, in Virginia, and spent the rest of his life as a teacher of Southern boys.

General U. S. Grant.—The greatest general of the Northern, or Federal, armies was Ulysses S. Grant. Like Davis and Lee, Grant was a graduate of West Point Academy, and a brave officer in the Mexican War. Dur-

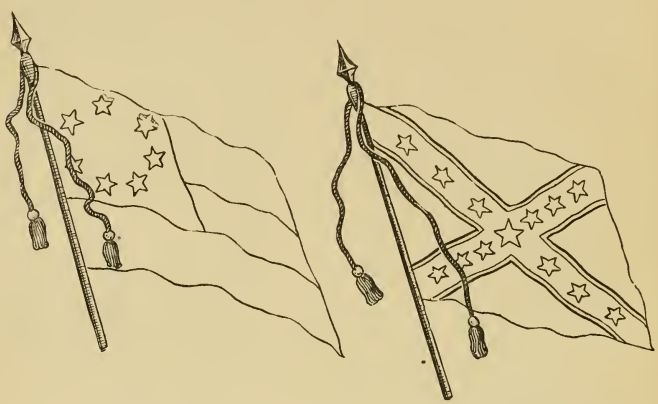
ing the first three years of the war between the States, General Grant commanded troops west of the Alleghany Mountains. On account of his victories in Kentucky, Tennessee, and Mississippi he was made commander in chief of all the Union forces, and was put in charge of the army in Virginia, which had been so often beaten by General Lee. General Grant afterward became President of the United States. He was an able general, and a generous, kind-hearted man. When he died several ex-Confederate generals showed their respect for his memory by attending his funeral.



GENERAL U. S. GRANT.

The Battles and Leaders of the War.—There is not space in this book to tell the story of the war. You must study it in larger histories. Only a few of the most important battles have been named. Both the soldiers who wore the "blue" and those who wore the "gray" showed the greatest bravery. Both fought for the cause they believed was right. Among the great generals on the Confederate side, besides Robert E. Lee, were Stonewall Jackson, Albert Sidney Johnston, Joseph E. Johnston, Beauregard, Hood, Stuart, Forrest, Longstreet, S. D. Lee, Gordon. On the side of the Union were Generals Grant, Sherman, Rosecrans, Hancock, Thomas, Sheridan, Meade, McClellan, and Hooker.

Slavery Abolished.—During the war President Lincoln decided that it would help to weaken the Confederacy to free the slaves. So he wrote his famous "Emancipation Proclamation," declaring free the slaves in those parts of the Confederacy not yet occupied by Northern armies. At the close of the war a change, or amendment, was added



The "Stars and Bars." The "Battle Flag."

CONFEDERATE FLAGS.

to the Constitution abolishing slavery in all parts of the United States.

One Country Once More.—The terrible war brought sorrow and suffering and death everywhere. The Southern people suffered most because the fighting was on their soil. Their family circles were broken by death, their homes were destroyed, their farms laid waste, their stock killed. But bravely those who were left set to work to build up the old South, and make it even greater than before. Northern and Southern people had learned to respect each other's courage; now they came to understand

each other better. The war was like a great storm whose black clouds had long been gathering and whose thunders had been muttering in the distance. At last the tempest

CONFEDERATE SOLDIERS RETURNING HOME.

burst in its fury, carrying death and ruin in its path. But after a while its last echoes died away, the sun rose once more in splendor, and the air seemed never so pure, nor the skies so clear. Our country to-day, after the awful suffering caused by the war, is stronger, more united, more prosperous than ever before.

Tell what you can about General R. E Lee ; about General U. S. Grant. What can you say of the soldiers on both sides ? Name some of the leading Confederate generals ; the leading Union generals. Tell about the abolition of slavery ; the suffering caused by the war ; the good results the war produced.

CHAPTER XIX.

Our Country Reunited.

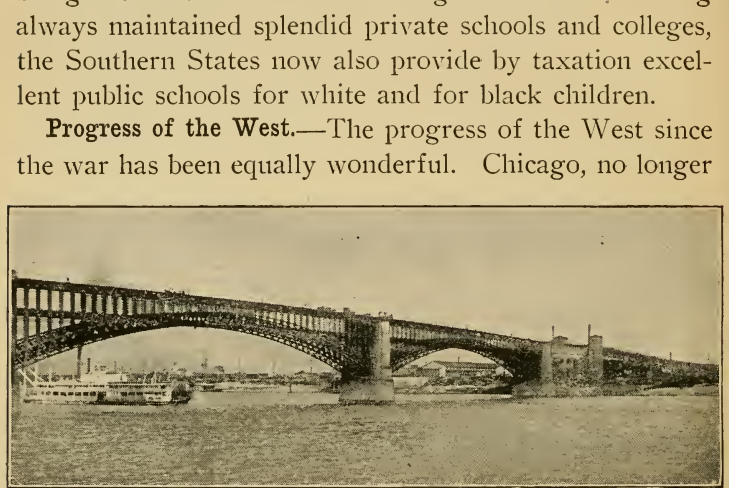
Dark Days for the South.—The suffering of the South did not end with the war. There was a period of "Reconstruction" lasting five years or more, during which the Northern people as victors tried to govern the Southern people as subjects. Besides the amendment to the Constitution abolishing slavery, the Southern States were forced to accept two other amendments, which gave other privileges to the negroes and allowed them to vote. At the same time many of the best white citizens were not allowed to vote. The result was that ignorant and dishonest men were elected to the offices, unjust laws were passed, good laws were not enforced, the people's money was wasted or stolen, and hatred between whites and blacks was aroused. United States soldiers were kept in the Southern States to uphold these incompetent State officers and enforce the bad laws. At last the people of the North came to see that it was best for both negroes and whites to let the people of each State manage their own affairs. Accordingly, all white citizens in the South were once more allowed to vote, and the United States troops were withdrawn. The intelligent white citizens at once took charge of the State and county governments, and the Southern people began to be peaceful and contented.

Progress of the South.— Since the close of the dark days of "Reconstruction" the South has made wonderful progress. Southern people are glad that slavery is gone, and they would not restore it if they could. The old friendly feeling between the white and black races that existed before the war is returning, as the negroes, led by such teachers as Booker Washington, principal of a great negro school in Alabama, are learning to shun politics and to become skillful and industrious workers. Southern farmers have ceased to depend on cotton and corn alone, and have begun to cultivate fruit, vegetables, and other crops. Coal, iron, and other minerals abound in several Southern States, and the mining industry now employs thousands of men and millions of capital. Instead of shipping all their raw cotton to the North and

A TEXAS OIL WELL.

to Europe to be made into cloth, Southern people have begun to build their own cotton factories in sight of the cotton fields. In Texas great underground streams of oil have been discovered. Wells bored in this region bring the oil to the surface in huge fountains. Having always maintained splendid private schools and colleges, the Southern States now also provide by taxation excellent public schools for white and for black children.

Progress of the West.—The progress of the West since the war has been equally wonderful. Chicago, no longer



BRIDGE ACROSS THE MISSISSIPPI AT ST. LOUIS.

a "Western frontier" town, has grown to be the second largest city in America. In 1869 the first railroad to the Pacific Ocean was completed, connecting the East and the West. This and other Pacific railroads afterward built hastened the settlement of the great West. At the close of the war there were only five States beyond the row of States touching the west bank of the Mississippi River. Nine more great States have since been formed from the Territories in this region, leaving only three Territories (besides Indian Territory) yet to become States.

New Territory Purchased in the Far North.—Two years

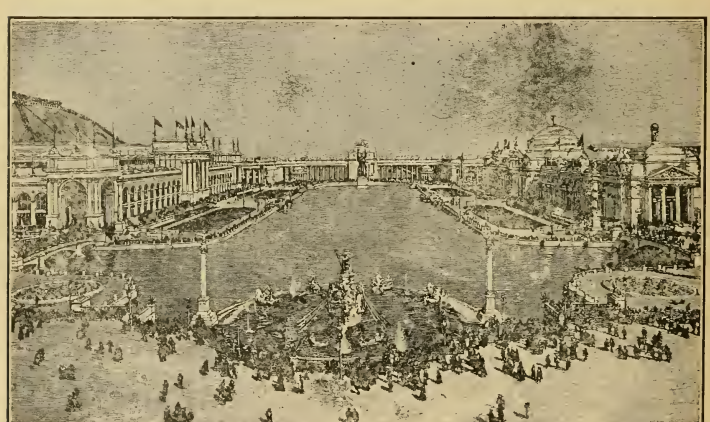
after the close of the war between the States we bought the northwest corner of North America from Russia for seven million two hundred thousand dollars. We changed the name of our new purchase from Russian America to Alaska. This was the first territory acquired by us that did not touch any part of the United States. Alaska is more than twice as large as Texas,

"CRADLING" FOR GOLD ON THE ALASKA COAST.

but on account of its cold climate it has not yet been worth much to us. Recent discoveries of gold in Alaska, however, have attracted thousands of gold-hunters to that region.

Some Recent Inventions.—Since the war a number of inventions have come into use that have greatly changed the life of our people. The electric light is taking the place of the gas light and the oil lamp. Telephones now make it possible for persons hundreds of miles apart to talk to each other. Electric cars have taken the place of

horse cars in the cities. Instead of buggies and carriages, drawn by horses, automobiles, driven by steam or electricity over ordinary wagon roads, are coming into use. Bicycles are ridden by rich and poor, old and young, to save many a weary step. Ice machines have changed ice from a luxury which only the rich could afford to a comfort in reach of the poorest. Typewriting machines are taking the place of pen and ink with letter-writers. In fact, if anyone had told our grandfathers fifty years ago that all these changes would take place it would have seemed like a strange fairy story.



THE COURT OF HONOR AT THE COLUMBIAN FAIR.

World's Fairs.—The American people love to celebrate birthdays and anniversaries. In 1876 we celebrated the one hundredth anniversary of the Declaration of Independence by our first World's Fair. It was called the Centennial Exposition, and was held at Philadelphia. In 1892-3 we celebrated the four hundredth anniversary of

the discovery of America by the great Columbian Exposition at Chicago. We are preparing to celebrate by another World's Fair, to be held in St. Louis, in 1903, the one hundredth anniversary of the purchase of Louisiana.

France's Gift.—To show their friendship for the United States the people of France presented us with an immense

SCENE IN ST. LOUIS.

statue called "Liberty Enlightening the World." The statue stands on an island at the entrance to New York Harbor. It is so large that inside the head of "Liberty" is a room big enough to hold forty persons. A picture of this statue is on the outside of the cover of this book.

Tell about the suffering of the South during "Reconstruction" days. To what conclusion did the North finally come? What was the result? Tell something of the progress of the South since Reconstruction; the progress of the West; the purchase of Alaska; our anniversary expositions; France's gift.

CHAPTER XX.

War with Spain.

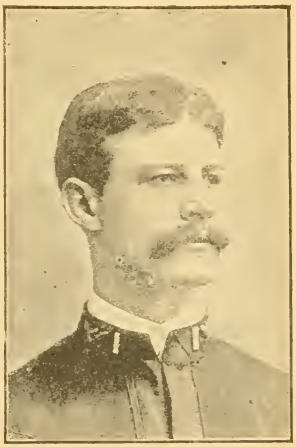
Our First Island Territory.

We Take Up Cuba's Fight.—In 1898 we went to war with Spain—the first European nation we had fought since the War of 1812. Spain had once owned all the islands of the West Indies. One by one they had been taken from her until only Cuba and Porto Rico remained in her possession. The people of these Spanish islands were wretchedly governed, and time and again the Cubans took up arms to throw off the rule of their masters. But the Spaniards always conquered them, and ruled more cruelly than ever. The people of the United States felt sorry for their Cuban neighbors. We tried to get Spain to rule the island more mildly. But the Spaniards were suspicious of us, and did not like our sympathy with the Cubans. While one of our finest battleships, the *Maine,* was visiting the harbor of Havana, Cuba, she was blown up, and over two hundred of her sailors were killed in the

ADMIRAL DEWEY.

explosion. The people of the United States believed this cowardly deed was done by Spanish officers, or that they allowed it to be done. Congress then directed the President to use the army and navy of the United States to drive the Spanish from Cuba, if they still refused to set the island free.

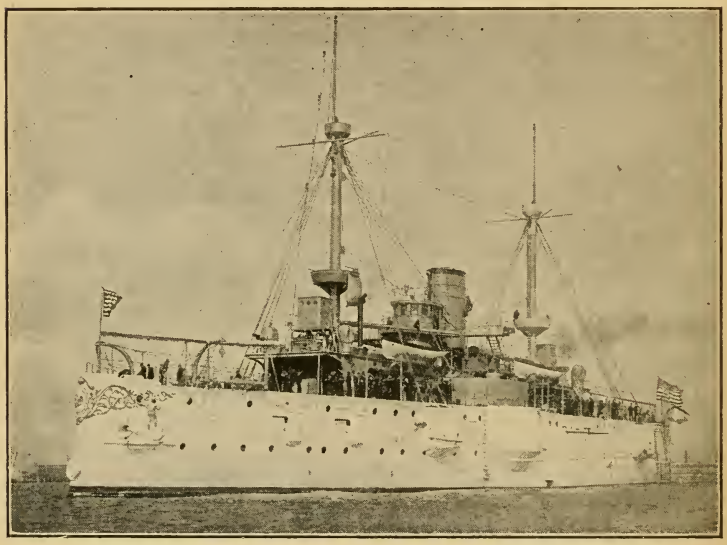
Fighting in the Philippines.—War began April 21, 1898. The first great battle was fought in the Pacific Ocean three thousand miles from our coast. Commodore Dewey, with a fleet of our ships, was stationed at Hongkong, China. He sailed against the Philippine Islands, owned by Spain, and without losing one of his own men attacked and completely destroyed the Spanish ships in the harbor of Manila, the chief city of the Philippines. For his splendid success Congress voted to present Commodore Dewey with a sword, and the President promoted him from commodore to admiral, the highest rank in the navy.



LIEUTENANT HOBSON.

In the West Indies. Hobson's Brave Deed.—Meanwhile Spain sent another fleet to guard Cuba. These Spanish vessels sailed into the harbor of Santiago, on the Cuban coast. An American fleet under Captain Sampson, with Commodore Schley next in command, stood outside the harbor, ready to give battle to the Spanish ships if they

should venture out. The entrance to the harbor of Santiago is a narrow winding channel, guarded by forts, so it was impossible for our ships to get inside the harbor. Lieutenant Hobson offered to obstruct this narrow channel, and thus "bottle up" the Spanish ships and prevent their escape. With seven volunteers he took a coal ship,



THE BATTLESHIP "TEXAS."

the *Merrimac*, into the channel, and sunk her partly across it. Hobson and his men hurried from the sinking ship and floated off on a raft they had brought with them for this purpose. They were captured by the Spaniards, but their captors in admiration for their brave deed treated them with great kindness.

Land Attack on Santiago.—United States forces were

landed to attack the city of Santiago. Our soldiers, after sharp fighting, drove the Spaniards from El Caney and San Juan, outposts of Santiago, into the city itself. Our army was commanded by General Shafter. Among the brave officers who helped win the victory were General Joe Wheeler, a famous Confederate cavalry leader, and Colonels Wood and Roosevelt, of the "Rough Riders," a

ADMIRAL SAMPSON.

ADMIRAL SCHLEY.

regiment composed chiefly of Western cowboys, but including also many college men from the East.

Destruction of the Spanish Fleet.—The Spanish Admiral Cervera, finding that the sunken *Merrimac* did not wholly block the channel, one Sunday morning, in the hope of escaping, started out with his fleet. His ships were at once pursued by the vessels of our fleet, under Commodore Schley (Captain Sampson being absent at the time). The Spaniards made a brave fight, but in less than three hours every one of their ships was disabled, and Admiral Cervera was a prisoner.

End of the War.—Beaten in every battle, Spain was now ready to give up. On August 12, 1898, both sides agreed to stop fighting. The war lasted less than four months. In the treaty of peace Spain agreed to give up all claim to Cuba, the people of the United States to decide what should be done with the island. Spain also agreed to let us have the island of Porto Rico, and to sell us the Philippine Islands for twenty million dollars.

Cuba and the Philippines.—The Congress of the United States has promised to withdraw our soldiers from Cuba and let the Cubans form an independent government of their own. Many of the Filipino people, under their leader, Aguinaldo, wanted their country also to be independent, and they fought to keep our troops from taking possession of the island. They were beaten, however, and Aguinaldo himself was captured.

Hawaii Annexed.—The President and Congress of the Hawaiian Islands, in the Pacific Ocean, two thousand miles southwest of San Francisco, had once applied for annexation to the United States, and we had refused to admit them. They again applied during our war with Spain; we annexed the islands, and they became subject to the United States.

Looking Backward.—Looking backward over the history of our country, we see that more than four hundred years have passed since the shores of America were first visited by Columbus. In the year 1500 European sailors had just begun to venture in the track of Columbus across the dreaded ocean to the unknown shores of the New World. One hundred years later (1600) the vast continent was still the home of wild animals and savage In-

dians, undisturbed by the white man save by wandering bands of explorers and by a few Spanish settlers in Florida and in Mexico. Turning the page till another hundred years have passed (1700), we find the home-building Englishmen have begun to occupy America. A row of struggling English colonies lines the Atlantic coast. Back of the Englishmen are the settlements of their enemies the French; south of them, the territory of the no less hated Spaniards. Another century brings us to the year 1800. What mighty changes do we see! The English-speaking settlers now own the country as far west as the Mississippi River. The independence of the English colonies has been declared and won, and a new nation has been born, the United States of America. In 1900 another hundred years have passed. How appears our country to-day in the dawn of the twentieth century? A great and powerful nation whose territory stretches from ocean to ocean, and from the Lakes to the Gulf, and includes distant islands of the seas; a government whose flag is respected in every quarter of the globe; a people contented, prosperous, and happy, at peace with the world, and filled with the spirit of love and helpfulness for each other; enjoying the blessings of freedom and good government to a degree rarely equaled, and nowhere excelled, on the face of the globe.

The Future.—Every American has a right to be proud of our country. It is *our* country. It belongs to every one of us. Our fathers have made it what it is to-day. Who can tell what the next century has in store for us? Shall our beloved country go onward and upward in the path of honor and greatness? Every boy and girl who

reads this book will help to answer this question. If the children of America grow up truthful and pure and brave, proud of their country, and loving God and their fellowmen; if they have the rugged honesty of Abraham Lincoln, the devotion to duty of Robert E. Lee, the wisdom of Benjamin Franklin, the love of country of George Washington; if they copy the virtues of their fathers and avoid their faults, the future of our country will be even grander and more glorious than its past.

In what year did we go to war with Spain? Tell about Spain's rule of her West Indian islands; our sympathy with the Cubans; the blowing up of the *Maine;* the action of Congress. Tell about the battle of Manila; the honors to Commodore Dewey. Where did Spain send another fleet? Where did Sampson and Schley station our ships? Tell about Hobson's brave deed; the land attack on Santiago; the destruction of the Spanish fleet. How long did the war last? What was agreed upon in the treaty of peace? What has Congress promised the Cubans? Tell about Aguinaldo's resistance in the Philippines; the annexation of Hawaii. Turning back the pages of our history to the year 1500, what do we see? in the year 1600? in 1700? in 1800? in 1900? What of the future?

Index.

Abolitionists, 242
Adams, second President, 193
Aguinaldo (Ah-gwin-al'do), 270
Alabama, 181, 245
Alamo, 225
Alaska, 263
Alden, John, 74
Alexander, Indian chief, 77
Almanac, Poor Richard's, 165
America, discovery by Columbus, 11; by Cabot, 17; name, 18
Annapolis, 54
Antietam (An-tee'-tam), battle, 254
Appomattox, surrender, 255
Arkansas, 224, 245
Articles of Confederation, 160

Bacon, Nathaniel, 48, 49
Baltimore, first Lord, 50; second Lord, 51, 53
Baltimore city, 54, 215
Banks, General, 253
Beauregard (Bo'-re-gard), General, 251
Berkeley, Governor, 48, 49
Black Hawk War, 236, 239
Boone, Daniel, 168–173
Boonesborough, 171
Booth, J. Wilkes, 246
Boston, 75, 146, 150
Braddock, General, 136, 137
Bradford, Governor, 72, 73
Bragg, General, 251
Brown, John, 243
Bull Run, see Manassas
Bunker Hill, battle, 148, 149
Burgoyne (Bur'-goin), General, 157

Cables, ocean, 219
Cabot, John, 17
Cabot, Sebastian, 17
California, 226, 229
Carolina, colony, 55–58
Carolina, French fort, 55
Cartier, Jacques (Zhack Kart-e-ay'), 94–97
Castell, Robert, 60
Cervera (Cer-ve'ra), Admiral, 269
Champlain (Sham-plane'), Samuel, 94, 97–100
Champlain, Lake, 100
Chancellorsville, battle, 254
Charles I, king of England, 50
Charles II, king of England, 55, 82, 88
Charleston, 56, 58, 151
Chattanooga, battle, 252
Chicago, 262, 265
Chickamauga, battle, 252
Clark, George Rogers, 169, 173–178
Clark, William, 197
Clermont, steamboat, 211, 213
Cold Harbor, battle, 255
Colonies, general view of, 108–112; groups, 109
Columbus, Christopher, early life, 3–5; discoveries, 6–15; old age and death, 15, 16; results of discoveries, 17
Columbus, Diego, brother of Christopher, 3
Columbus, Diego, son of Christopher, 8
Concord, skirmish, 147, 148
Confederate States, 245, 253
Congress, Continental, 147, 150
Congress, under the Constitution, 182
Connecticut, colony, 77
Constitution, present, 182, 183
Cotton gin, 187, 188
Creek Indians, 204, 208
Cuba, 13, 16, 266, 270
Custis, Mrs. Martha, 137

Dare, Virginia, 28
Davis, Jefferson, 233, 237–246
Debtors, oppressed, 59, 60
Decatur, Lieutenant, 200
Declaration of Independence, 152, 192
Delaware, Lord, 44
Delaware, colony, 87, 88
De Leon, Ponce (Pon'-thay day Lay-own'), 20
De Monts, Sieur (S-yur Da Mong'), 98
De Soto, Ferdinand, 21, 22
Detroit, Fort, 175
Dewey, Admiral, 267
Dinwiddie, Governor, 134
Donelson, Fort, 251
Donnacona, Indian chief, 96
Dowling, Lieutenant, 253
Dred Scott decision, 243
Duquesne (Du-Kane'), Fort, 136, 138
Dutch, 89–92

El Caney, battle, 269
Electricity, Franklin's studies in, 156
Electric light, 263; cars, 263
Elizabeth, Queen, 25, 32, 55
Emancipation proclamation, 258
Erie, Lake, battle, 203
Expositions, 264

Ferdinand and Isabella, 8, 15

Field, Cyrus W., 220
Flag, first American, 150; Confederate, 258
Florida, 20, 21, 208, 221, 245
Forrest, General, 257
Franklin, Benjamin, 162-167
Fredericksburg, battle, 254
French fishermen, 18; explorations, 94-107; territory, 106, 143, 195; settlements, 99, 106; war, 132-143
Fulton, Robert, 212, 213

Gadsden Purchase, 232
Galveston, battle, 253
Gates, General, 157
Genoa, 2, 3
Georgia, 59-65, 245, 252
Germantown, 86
Gettysburg, battle, 254
Goffe, Colonel, 79
Gold, discovery of, 229, 263
Goliad massacre, 225, 226
Gosnold, Captain, 35
Grant, General U. S., 251, 252, 254, 256
Great Meadows, battle, 135
Greene, General, 157

Hadley, Indian attack upon, 79
Half-Moon, ship, 90
Hancock, General, 257
Harvard College, 115
Havana, 16, 266
Hawaii (Hah-wi'-e), 270
Hayti, 13, 16
Henrietta Maria, Queen, 51
Henry, king of England, 25
Henry, Patrick, 175, 190, 192
Henry, Prince of Portugal, 5
Hobson, Lieutenant, 267, 268
Hochelago (Ho-she-lah'-ga), 96
Holland, 68, 89
Hood, General, 252
Hooker, General, 257
Horseshoe Bend, battle, 224
Houston, Sam, 221-232
Hudson, Henry, 89-91

Illinois, 173, 236
India, western route to, 7, 13, 90, 101
Indians, name, 13; in Virginia, 39-42; in Maryland, 52; in Georgia, 61-63; in Massachusetts, 69-72; in New England, 77-80; in Pennsylvania, 84-86; in New York, 92; in Canada, 95; in Kentucky, 168-171; in Tennessee, 179, 180; Houston's life among, 223, 224
Inventions, recent, 263, 264
Iroquois (Ir'o-quoy) Indians, 99, 100, 138
Isabella, Queen, 8, 9, 15
Isthmus of Panama, 98

Jackson, Andrew, 201-209, 222, 224
Jackson, General Stonewall, 248, 253, 254
Jamaica, 14
James, king of England, 32, 36, 86
Jamestown, 36
Jaspar, Sergeant (Sar-jent), 152
Jefferson, Thomas, 189-200
Johnston, Gen. Albert Sidney, 251
Johnston, Gen. Joseph E., 252

Kaskaskia, 173, 175
Kentucky, 170-173, 233
King Philip's War, 77-80
King's Mountain, battle, 158, 159
Knights of the Golden Horseshoe, 49

Labrador, 17
Lafayette, General, 157
Lake Erie, battle, 203
La Salle, Robert Cavalier, 94, 101-107
Lawrence, Captain, 204
Lee, General Robert E., 253-256
Lee, General S. D., 257
Lewis and Clark expedition, 197, 198, 229
Lexington, battle, 147
Liberty bell, 152
Liberty statue, 265
Lincoln, Abraham, 233-236, 240, 244, 246
Locomotive, first, 215
London Company, 35
Longstreet, General, 257
Louisiana, 105, 106, 195, 196, 221, 245

Magellan, Ferdinand, 22
Maine, battleship, 266
Manassas, or Bull Run, first battle, 247; second battle, 254
Manhattan Island, 92
Manila Bay, battle, 267
Mansfield, La., battle, 253
Marquette (Mar-ket'), Father, 101, 102
Maryland, 50-54
Mason and Dixon's line, 53, 54
Massachusetts, 66-75
Massasoit, Indian chief, 72, 73, 77
Mayflower, ship, 67, 71
Meade, General, 254
Mexican War, 226
Mexico, 221, 222
Michigan, 176
Mississippi River, discovered, 22; explored, 102, 105; contest for, 252, 253
Mississippi, State, 181, 237, 240, 245
Missouri, 173
Montcalm, General, 141
Montgomery, Ala., 245
Monticello (Mon-ti-chel'-lo), 191, 193
Montreal, 97
Morse, Samuel F. B., 217-219
Moultrie, Fort, 151
Mount Vernon, 185
Murfreesboro, battle, 251, 252
Musgrove, Mary, 62

Nacogdoches, 222, 225
Necessity, Fort, 135
Negroes, 260, 261
New Amsterdam, 91
New England, 43, 66, 77
New England boy of colonial times, 112-121

New France, 94–107
New Hampshire, 77
New Jersey, 88, 89
New Netherland, 91
New Orleans, 106; battle, 204; capture, 252
New York, 89–93, 155
New York city, 155, 184
North Carolina, 27, 55–58, 245
Nova Scotia, 98, 99

Oceanic, steamship, 213
Oglethorpe, James, 60–65
Ohio, 176
Oregon, 198, 209, 229–232

Pacific Ocean, 22
Pacific railroad, 262
Palmetto, 57, 58
Palos, Spain, 8–10, 13
Penn, William, 81–89
Pennsylvania, 81–87
Perry, Captain Oliver H., 203, 204
Petersburg, 255
Philadelphia, 83, 146, 156, 185, 264
Philadelphia, ship, 199
Philippine Islands, 22, 267, 270
Pilgrims, 67–74
Pine trees of Carolina, 56, 57
Pirates, African, 199, 200
Pitt, William, 138
Pleasant Hill, La., battle, 253
Plymouth, 70
Plymouth Company, 35
Pocahontas, 41, 45
Polo, Marco, 6
Port Hudson, 252
Port Royal, 99
Porto Rico, 266, 270
Portugal, 5, 8
Potato, 32
Powhatan, Indian chief, 40, 42
Price, General, 253
Princeton, battle, 156
Printing press, 164, 166
Priscilla Mullins, 73, 74
Providence, R. I., 76
Puritans, 74, 75

Quakers, 81–83
Quebec, 96, 97, 99
Quebec, battle, 141

Railroads, 214–217, 262
Raleigh (Raw′-ley), Walter, 24–33, 34, 35
Raleigh, N. C., 33, 58
Reconstruction period, 260
Revere, Paul, 147
Revolutionary War, 144–161
Rhode Island, 75–77
Rice plant, 57, 58
Richmond, Va., 245, 248, 253–255
Roanoke Island, 27, 28
Rolfe, John, 45
Roosevelt, Colonel, 269
Rosecrans, General, 252

Sabine Pass, battle, 253
St. Augustine, 98, 108
St. Louis, 197, 265
St. Mary's, 52, 54
Salem, Mass., 75
Samoset, Indian chief, 72
Sampson, Admiral, 267
San Jacinto, battle, 225, 226
San Juan (Won), battle, 269
San Salvador, 13
Santiago, battle, 267–269
Saratoga, battle, 157
Savannah, Ga., 61
Schley (Shli), Admiral, 267, 269
Scott, General, 226
Secession, 244, 245, 247
Seminole Indians, 208
Seven Days' battles, 253
Sevier (Se-veer′), John, 159, 169, 179–181
Shafter, General, 269
Sheridan, General, 257
Sherman, General, 252
Sherrill, Katherine, 179, 180
Shiloh, battle, 251
Slaves, 47, 58, 188, 241, 242, 258
Smith, John, 34–44, 66, 90
South America, 15, 19
South Carolina, 55, 57, 58, 245
Southern boy of colonial times, 121–131
Southern colonies, 34–65, 109
Southern progress since the war, 261
Spain, 8; war with, 266–270
Spottswood, Governor, 49
Spottsylvania, battle, 255
Squanto, Indian, 72
Stamp tax, 145
Standish, Myles, 69–74
Standish, Rose, 71, 74
Steamboats, 211–214
Stephens, Alexander H., 245
Stephenson, George, 215
Stuart, General, 257
Stuyvesant (Sty′-ves-ant) Governor, 92
Sumter, Fort, 247
Swedes, 87

Taxation of the colonies, 145, 146
Taylor, General Richard, 253
Taylor, General Zachary, 226
Tea Party, Boston, 146
Telegraph, 217–220
Tennessee, 180, 245, 251
Texas, 106, 209, 221–232, 245, 262
Thanksgiving Day, 73
Thomas, General, 257
Tobacco, 31, 45, 47, 54
Tomochichi (Tom-o-chee′-che), Indian chief, 62–64
Travel, modes of, 125, 210, 217
Travis, Colonel, 225
Trenton, battle, 155

United States, independence declared, 154; acknowledged by England, 160; first constitution, 160; present constitution, 182; territorial growth, 195, 208, 226, 229, 231, 232, 263, 270; future of, 271

Valley Forge, 156
Vermont, 173
Vespucius, Americus, 18
Vicksburg, 252
Vincennes (Vin-sen'), Ind., 175
Virginia, 27, 34–49, 245

War, French, 132–143; of the Revolution, 144–161; of 1812, 202–208; with Mexico, 226; between the States, 247–259; with Spain, 266–271
Ward, Nancy, 179
Washington, George, boyhood, 121–131; major, 133; colonel, 135–143; general, 144–160; President, 182–188
Washington city, 186, 204
Watauga River, 176
West Point Academy, 238, 239, 255, 256
West, progress of the, 262
Wheeler, General, 269
White, Governor, 28
Whitney, Eli, 187
Wilderness, battle, 254
William and Mary College, 128, 189
Williams, Roger, 75–77
Williamsburg, Va., 49, 130
Wilson's Creek, battle, 253
Winslow, Edward, 73
Wisconsin, 176
Wolfe, General, 141
Wood, Colonel, 269
World's Fairs, 264

York, Duke of, 88
Yorktown, Va., 159, 160

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